# **Maryland Report Card**

Worcester County
2014 Progress Report

#### **2014 School Progress**

	<b>Percent</b> Reading	Proficient Mathematics	<b>Particip</b> Reading	oation Rate Mathematics	Graduation
All Students	Not Met	Met	Met	Met	Met
American Indian or Alaska Native	Met	Met	na	na	na
Asian	Not Met	Met	na	na	na
Black or African American	Not Met	Not Met	Met	Met	Met
Hispanic/Latino of any race	Met	Met	Met	Met	na
Native Hawaiian or Other Pacific Islander	*	*	*	*	
White	Not Met	Met	Met	Met	Met
Two or more races	Met	Met	Met	Met	na
Free/Reduced Meals	Not Met	Met	Met	Met	Not Met
Special Education	Not Met	Not Met	Met	Met	Met
Limited English Proficient	Not Met	Met	na	na	na
	All Students	s Attendance	Rate	M	et

	County	County	State	State
Attendance Rate %	2014	2013	2014	2013
Elementary	≥ 95.0	≥ 95.0	95.7	95.5
Middle	94.9	94.5	95.4	95.1
High	93.0	92.9	92.7	92.5
<b>Teacher Qualifications</b>				
% of certificates:				
Standard Professional	20.8	23.3	27.2	28.4
Advanced Professional	75.0	74.0	65.5	65.1
Resident Teacher	0.0	0.0	0.7	0.8
Conditional Teacher	0.0	0.2	1.0	0.9
% of classes NOT taught by highly	qualified te	achers:		
All Quartiles	3.9	4.0	7.6	6.2
Elementary Low Poverty	*	*	3.0	2.4
Elementary High Poverty	*	*	11.4	6.6
Secondary Low Poverty	*	*	6.0	5.6
Secondary High Poverty	*	*	15.7	14.0
<b>Cohort Graduation Rate%</b>				
Class of 2013 (4-Year Rate)		90.86		84.97
Class of 2013 (5-Year Rate)	91.25		87.48	
Class of 2013 (5-Year Rate)	91.25		87.48	

"na" indicates too few students for School Progress rules or Subject was field tested. "\*" indicates no students or fewer than 10 students in category.

#### **School Progress**

With the new accountability program approved under Maryland's Elementary and Secondary Education Act (ESEA) Flexibility Application in 2012, student achievement on reading and mathematics, and other academic indicators of attendance rate and graduation rate are measured under School Progress. The Annual Measurable Objectives (AMOs) reflect school specific baseline data from 2011 with a target year 2017. In 2013-2014, a select number of students in most schools field-tested the new PARCC Assessments and were not tested on the MSA in that content. Therefore there is not complete data for the State as a whole. Progress is still reported against AMOs for all students statewide, at the LEA level and at the school level in the subject not field-tested. The seven School Improvement Grant (SIG) Schools and Carroll County Schools double tested and therefore have complete MSA data. High Schools did not participate in the field test and therefore have complete accountability data. The population at the State and LEA level was not greatly impacted by the field test. Therefore, School Progress can be calculated for school year 2013-2014 for the seven SIG schools, all Carroll County Schools, High Schools, the State, and the LEAs.

#### **Annual Measurable Objectives (AMOs)**

The AMOs are on a trajectory toward 2017, the time by which each individual school is expected to reduce its percent of non-proficient students for each of its subgroups and overall by half. The progress of each school toward meeting its own unique targets provides valuable information over time on the effectiveness of instructional strategies, the inherent needs of the students, and the extent to which the school is fulfilling those needs. For 2013-2014, a select number of students in most schools field-tested the new PARCC Assessments. Due to the non-participation of all students within a school, AMOs were <u>not</u> measured in the subject area field tested at the school level in schools that field-tested. The seven School Improvement Grant (SIG) Schools and Carroll County Schools double tested and therefore have complete MSA data. High Schools did not participate in the field test and therefore have complete accountability data. The population at the State and LEA level was not greatly impacted by the field test. Therefore, progress on AMOs can be calculated for school year 2013-2014 for the seven SIG schools, all Carroll County Schools, High Schools, the State, and the LEAs.

#### **Participation Rate**

Participation Rate is based on the number of students enrolled on the day of testing. Federal regulations require that at least 95 percent of the students enrolled on the testing day take the test. Students who are unable to take the test at the regular time or during the make-up time because of a medical emergency do not count against the school's participation rate. Students who took the PARCC field test in place of the MSA do not count against the school's participation rate.

#### **Attendance Rate**

Attendance Rate is the percentage of students in school for at least half of the average school day during the school year. Attendance is a school accountability measure for elementary and middle schools. Yearly targets are set for attendance so that by the end of school year 2013-14, the State, schools, and school systems should have achieved and maintained an attendance rate of at least 94 percent.

#### **Teacher Qualifications**

The percentage of teachers in each category is based on the number of teachers who have credentials and are teaching core academic subjects as defined by the federal government under the No Child Left Behind Act. The core academic subjects are English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. Teachers who are teaching other subjects are not included in the totals.

**Standard Professional Certificate:** A Standard Professional Certificate indicates the teacher meets all certification requirements.

**Advanced Professional Certificate:** The Advanced Professional Certificate requires three years of satisfactory professional school-related experience, and a master's degree or a minimum of 36 semester hours of post baccalaureate course work.

**Resident Teacher Certificate:** The Resident Teacher Certificate is issued to a teacher in an approved alternative preparation program at the request of a local school system superintendent.

**Conditional Teacher Certificate:** The Conditional Certificate is issued only at the request of a local school system superintendent to an applicant who has a bachelor's degree but does not meet all certification requirements.

**Highly Qualified Teachers:** "Highly qualified" is specifically defined by federal law. Teachers must meet minimum requirements both in content knowledge and teaching skills. Teachers must have a bachelor's degree, full State certification, and demonstrate content knowledge in the subjects they teach.

#### **Cohort Graduation Rate**

The U.S. Department of Education now requires each state to use an adjusted cohort graduation rate for school accountability. The adjusted cohort graduation rate ensures that all students who entered 9th grade together are counted in the graduation rate at the end of 4 years and at the end of 5 years.

The cohort graduation rate data for 2013 is the 4-year rate for the student cohort entering grade nine for the first time in fall 2009 and graduating no later than 2013. The 2013 5-year rate is the same cohort graduating no later than 2014.

### MSA Proficiency Levels

Reading

**Mathematics** 

Basic % **COUNTY %** Proficient % Advanced % STATE % Grade Grade 3 2014 3 2014 6.6 65.4 27.9 22.8 62.3 14.8 2013 57.5 38.9 2013 60.5 22.1 ≤5.0 17.4 4 2014 5.6 50.2 44.2 4 2014 13.7 55.5 30.8 2013 2013 43.2 ≤5.0 52.6 11.8 58.4 29.8 5 2014 5 2014 54.4 29.4 65.6 11.0 34.5 ≤5.0 2013 24.9 68.8 2013 31.8 56.6 6.3 11.6 6 2014 8.0 37.4 54.6 6 2014 16.8 39.5 43.7 2013 34.2 59.8 2013 40.6 43.5 6.0 7 2014 62.1 7 2014 21.2 35.9 42.8 2013 60.8 2013 36.9 48.1 ≤5.0 34.6 15.0 8 2014 48.7 8 2014 36.6 40.3 14.4 36.9 23.1 62.7 46.1 2013 28.9 2013 34 9 8 4 19 0 \*E 2014 \*E 2014 55.9 54.1 11.0 33.1 17.4 28.6 2013 12.7 57.1 30.1 2013 17.0 55.3 27.8 3 2014 52.4 38.9 3 2014 25.8 54.8 19.4 2013 30.9 2013 53.3 28.9 ≤5.0 32.2 4 2014 6.0 46.3 47.7 4 2014 19.4 48.4 27.4 68.4 2013 42.1 ≤5.0 11.2 46.7 5 2014 22.6 65.6 11.7 5 2014 27.2 52.9 19.9 2013 9.6 55.7 34.7 2013 19.1 55.5 25.3 6 2014 8.5 40.4 51.2 6 2014 32.2 46.4 21.4 2013 8.2 41.0 50.9 2013 22.9 48.0 29.1 7 2014 42.9 7 2014 43.5 6.1 36.9 50.0 45.0 49.3 2013 ≤5.0 27.4 14.2 48.8 32.8 25.9 8 2014 37.1 8 2014 41.3 36.4 30.6 30.7 59.6 33.0 2013 9.7 2013 ≤5.0 54.3 41.3 \*A 2014 15.8 54.4 \*A 2014 29.8 45.9 2013 5.7 48.5 2013 15.8 53.4 30.8 5 2014 29.6 63.7 6.8 5 2014 35.8 54.9 9.3 27.5 2013 10.6 23.7 71.8 30.6 62.8 6.6 8 2014 8 2014 75.4 28.6 64.6 6.7 17.7 6.9 2013 2013 64.0 27.3 22.9 \*R 2014 8.7 \*R 2014 15.4 61.7 62.4 25.2 21.9 17.4 60.7 2013 12.4 2013 100 50 50 50 100 50 100

Approximately 99% of Maryland students take MSA, 1% take Alt-MSA. The Basic Level is below the goal set for all students.

#### Maryland School Assessment (MSA)

The MSA measures what students in grades 3-8 know about reading and mathematics. High school performance is measured by the English and Algebra/Data Analysis High School Assessment (HSA). Science was measured in grades 5 and 8 and by the Biology HSA starting in 2012. Science is not part of School Progress. Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard. All students should be achieving at the Proficient or Advanced standard. High school special education students working on grade level content who may need an assessment that is more accessible for a student with disabilities may be eligible to take the Mod-HSA. This is determined by the Individualized Education Program (IEP) Team.

100 • E: English; • A: Algebra/Data Analysis; • B: Biology **Description of MSA Proficiency Levels** Reading: English: Mathematics: Algebra/Data Analysis: Science: Biology: Students are unable to read Students have difficulty Students show they have only Students show they have only partially Students show they need more work Students demonstrate a minimal understanding of biology and understand literature comprehending grade to attain proficiency. They use partially mastered the skills and mastered the skills and concepts concepts, principles, and/or skills. Student responses indicate and passages of information appropriate literature and concepts that Maryland expects defined in the Maryland Algebra/Data minimal supporting evidence, and limited synthesis of information and understanding of scientific that are written for students applying language choices students to know and be able to Analysis Core Learning Goals responses provide little or no terminology in their grade. when writing. do at this grade level. synthesis of information. Students can read text Students can comprehend Students show they have an Students show they have an Students use supporting evidence Students demonstrate a realistic and rigorous level of understanding of fundamental algebra that is generally complete with some achievement by providing evidence of an understanding of written for students in their grade appropriate literature understanding of fundamental grade level skills and concepts biology concepts and the ability to use scientific evidence to grade, and they can / data analysis skills and concepts and integration of scientific concepts, and apply appropriate demonstrate the ability to language choices when and can generally solve entrycan generally solve entry-level principles, and/or skills generally integrate scientific concepts, principles, and/or skills. understand literature and level problems in mathematics. problems in algebra/data analysis Student responses indicate some synthesis of information and writing. passages of information. understanding of scientific terminology. Students show they can regularly Students can regularly read Students can regularly Students can regularly solve complex Students use scientific evidence to Students demonstrate an exemplary level of achievement by text that is above their grade comprehend and interpret solve complex problems in algebra/data analysis problems and demonstrate a full integration of providing evidence of a complete understanding of biology level, and they can complex literature and mathematics and demonstrate demonstrate superior ability to reason scientific concepts, principles, and/or concepts and the ability to use scientific evidence to fully demonstrate the ability to superior ability to reason consistently apply mathematically integrate scientific concepts, principles, and/or skills. Student appropriate language choices mathematically. understand complex responses indicate a complete synthesis of information and literature and passages of to write effectively understanding of scientific terminology information.

### Alt-MSA Proficiency Levels

Reading

**Mathematics** 

COUNTY % Basic % Proficient % STATE % Grade Grade 3 2014 3 2014 26.5 10.3 63.2 2013 26.3 60.3 2013 13.4 4 2014 4 2014 11.9 24.3 63.8 2013 2013 22.1 67.7 10.2 5 2014 5 2014 25.0 63.6 11.4 2013 2013 12.6 26.5 60.9 6 2014 6 2014 13.3 23.5 63.2 2013 2013 25.9 10.3 63.8 7 2014 7 2014 12.2 66.9 2013 2013 24.8 67.3 7.9 8 2014 8 2014 12.6 24.6 62.8 2013 2013 18.2 72.7 25.5 63.3 11.2 10 2014 10 2014 26.6 54.5 18.8 56.3 2013 2013 20.9 22.8 3 2014 3 2014 12.5 35.9 51.6 2013 2013 19.2 36.8 44.1 4 2014 4 2014 33.9 51.4 14.7 2013 15.5 36.8 47.7 5 2014 5 2014 18.9 40.3 40.8 2013 2013 19.7 40.9 39.4 6 2014 6 2014 37.0 47.0 16.0 2013 2013 17.2 36.1 46.7 7 2014 7 2014 13.3 31.9 54.9 2013 2013 33.9 51.8 14.3 8 2014 8 2014 17.8 35.7 46.5 18.2 72.7 36.4 48.1 15.5 2013 2013 10 2014 10 2014 22.2 34.3 43.5 45.2 31.0 2013 2013 23.8 42.5 5 2014 5 2014 37.9 2013 22.7 44.2 33.1 41.0 39.2 8 2014 8 2014 19.8 27.3 45.5 22.3 40.4 37.3 2013 27.3 2013 10 2014 10 2014 28.7 37.3 34.0 32.4 34.3 2013 2013 33.3 50 100 50 50 100 50 100 100

Approximately 1% of Maryland students take Alt-MSA. The Basic Level is below the goal set for all students.

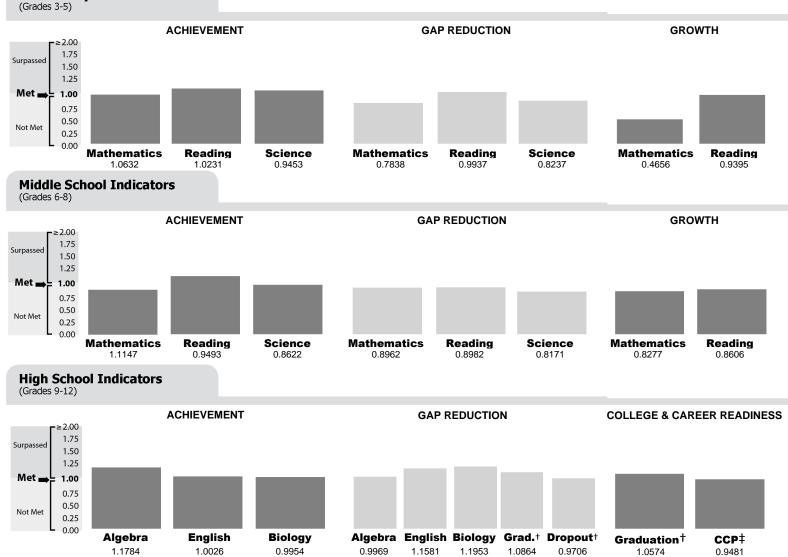
# Alternate Maryland School Assessment (Alt-MSA)

The Alternate Maryland School
Assessment (Alt-MSA) is taken by
students with disabilities who cannot
take the MSA even with the special
accommodations they receive as part of
their regular classroom instruction. The
test measures the student's mastery of
reading and mathematics content
standards or appropriate access skills.
Eligible students take the test in grades
3-8 and once during the high school
grade band. Performance is reported as
the percent of students in each grade
who achieved the Basic, Proficient, or
Advanced standard.

\*\*E: English; \*A: Algebra/Data Analysis; \*B: Biology

### 2014 School Progress Index (SPI)

#### **Elementary School Indicators**



#### School Progress Index (SPI)

The new Maryland School Progress Index is based on high expectations and multiple measures that include student achievement data in Reading, Mathematics, and Science; growth data in English/Language Arts and Mathematics; and gaps, based on the gap score between the highest-achieving and lowest achieving subgroup in mathematics, reading, science, cohort graduation and cohort dropout rates. Maryland's School Progress Index will differentiate schools into one of five strands which determine the system and State support schools receive. The State affords top-performing schools greater flexibility while lower performing schools receive progressively more prescriptive technical assistance, expectations, and monitoring.

The School Progress Index evaluates schools on a continuous scale based on the variables of Achievement, Growth, Gap Reduction, and College- and Career-Readiness. The Indicators are specific to Elementary and Middle Schools or High Schools. Each Indicator is comprised of specific Measures for Elementary and Middle schools or High Schools. An index score of 1.0 is indicative

of meeting all the targets, whereas a score greater than 1.0 means the school surpassed its targets.

**Achievement:** Achievement represents the acquisition of the skills and knowledge students have acquired. The Achievement Indicator represents the school's performance for "all students" on the MSA, Alt-MSA, and Mod-HSA in meeting Mathematics, Reading, and Science proficient and advanced levels relative to the school's targets. Achievement is measured in all grades.

**Growth:** Growth represents a student's progress from one year to the next. The Growth Indicator represents all students' growth within an elementary or middle school in attaining Mathematics Proficiency and Reading Proficiency.

**Gap Reduction:** Gap Reduction represents a decrease in the difference between the highest-achieving subgroup and the lowest achieving subgroup by content areas. The Gap Indicator represents the differences between the highest and lowest performing subgroups in Mathematics Proficiency, English/Language Arts Proficiency, and Science Proficiency at all grade levels and the five-year adjusted cohort graduation rate and four year adjusted cohort dropout rate for high schools.

#### College- and Career-Readiness (CCR):

College- and Career-Readiness represents a combination of measures that ensure students are college and career ready upon graduation. Measured in high schools, CCR consists of the 5-year adjusted cohort graduation rate and College and Career Preparation (CCP). CCP is a measurement of a student who has exited high school with a Maryland State High School Diploma and met success in one of the following areas: Earning a 3 or better on an Advanced Placement (AP) Exam or a 4 or better on an International Baccalaureate Exam; Attaining advanced standing in a Career and Technology Education (CTE) Program of study; or Enrolled in a post-secondary nstitution (2-year, 4-year, or technical) within 16 months of graduation.

#### Strands for Intervention, Support, and Recognition

The School Progress Index (SPI) and the school's result on each of the Indicators of the Index will give the school a very clear picture of its progress toward meeting targets. Once the School Progress Index is calculated (with values of 0 to 1 or greater), the scores will be broken into five strands for identifying interventions, support, and recognition to schools (Not applicable for LEAs). Schools in Strand 1 will be schools meeting all targets and schools not meeting any of their targets will be in Strand 5. Although schools will, as always, have very unique profiles, the Maryland State Department of Education (MSDE) will group the schools based on a measure of the magnitude of the issues these schools face when meeting their targets. This Strand categorization allows MSDE and the Local Education Agency (LEA) to differentiate resources to schools by magnitude of need while precise diagnosis occurs at the school.

Please note, for school year 2013-2014, SPI was only calculated for the State, LEA, High Schools and Schools that double tested (took the MSA and the PARCC field test). The seven School Improvement Grant (SIG) Schools and Carroll County Schools double tested and therefore have complete MSA data. High Schools did not participate in the field test and therefore have complete accountability data. The population at the State and LEA level was not greatly impacted by the field test. Therefore, SPI can be calculated for school year 2013-2014 for the seven SIG schools, all Carroll County Schools, High Schools, the State, and the LEAs.

<sup>†</sup>College and Career Preparation (CCP) – 2012 <sup>‡</sup>Data from 2013

**Berlin Intermediate** School County **School Progress** Attendance Rate % 2014 2013 2014 2013 **Percent Proficient Participation Rate Graduation** Elementary ≥ 95.0 94.4 ≥ 95.0 ≥ 95.0 Reading Math Reading Math Middle 94.9 94.5 All Students Met 93.0 92.9 American Indian or **Teacher Qualifications** Alaska Native % of certificates: Asian Met Standard Professional 10.0 14.0 20.8 23.3 Black or African Advanced Professional 90.0 83.7 75.0 74.0 Met Met American Resident Teacher 0.0 0.0 0.0 0.0 Hispanic/Latino of any 0.0 0.2 Conditional Teacher 0.0 0.0 race % of classes NOT taught by highly qualified teachers: Native Hawaiian or All Quartiles 0.0 4.0 Other Pacific Islander **Elementary Low Poverty** White Met Met Elementary High Poverty Two or more races Secondary Low Poverty Secondary High Poverty Free/Reduced Meals **Cohort Graduation Rate** Special Education Met Met Class of 2013 (4-Year Rate) 90.86 Limited English Class of 2013 (5-Year Rate) 91.25 Sé Reading

2014 School Progress Index

State

2013

95.5

95.1

92.5

28.4

65.1

0.8

0.9

6.2

2.4

6.6

5.6

14.0

84.97

2014

95.7

95.4

92.7

27.2

65.5

0.7

1.0

7.6

3.0

11.4

6.0

15.7

87.48

Your school is in Strand 3 based on your 2013 SPI of 0.9279. 2014 Strands were not assigned due to the PARCC field test.

	MS	A Pro	oficier	icy Le	vels			В	asic %	Proficient %	Advanced %		Alt-	-MSA	Profi	cienc	y Leve	els			
Approximately 9 set for all studen		laryland	students	take M	SA, 1% t	ake Alt-I	MSA. Th	e Basic L	evel is be	elow the goal		proximately 1% of Mary dents.	land st	udents t	ake Alt-I	MSA. Th	e Basic	Level is b	elow the	goal se	et for all
GRADE	S	CHOOL	L%	С	OUNTY	′%	5	STATE	%			GRADE	S	CHOOL	_%	С	OUNTY	%	S	TATE 9	%
3 2014	*	*	*	6.6	65.4	27.9	22.8	62.3	14.8			3 2014	*	*	*	*	*	*	10.3	26.5	63.2
2013	*	*	*	≥5.0	57.5	38.9	17.4	60.5	22.1			2013	*	*	*	*	*	*	13.4	26.3	60.3
4 2014	≥5.0	45.1	51.3	5.6	50.2	44.2	13.7	55.5	30.8			4 2014	*	*	*	*	*	*	11.9	24.3	63.8
2013	≥5.0	49.6	46.2	≥5.0	52.6	43.2	11.8	58.4	29.8			2013	*	*	*	*	*	*	10.2	22.1	67.7
5 2014	≥5.0	28.8	67.7	≥5.0	29.4	65.6	11.0	34.5	54.4			5 2014	*	*	*	*	*	*	11.4	25.0	63.6
2013	5.4	21.9	72.7	6.3	24.9	68.8	11.6	31.8	56.6			2013	*	*	*	*	*	*	12.6	26.5	60.9
6 2014	7.0	37.3	55.7	8.0	37.4	54.6	16.8	39.5	43.7			6 2014	*	*	*	*	*	*	13.3	23.5	63.2
2013	5.5	32.5	62.0	6.0	34.2	59.8	15.9	40.6	43.5			2013	*	*	*	*	*	*	10.3	25.9	63.8
7 2014	*	*	*	7.4	30.6	62.1	21.2	35.9	42.8			7 2014	*	*	*	*	*	*	12.2	21.0	66.9
2013	*	*	*	≥5.0	34.6	60.8	15.0	36.9	48.1			2013	*	*	*	*	*	*	7.9	24.8	67.3
8 2014	*	*	*	14.4	36.9	48.7	23.1	36.6	40.3		8 2014	*	*	*	*	*	*	12.6	24.6	62.8	
2013	*	*	*	8.4	28.9	62.7	19.0	34.9	46.1		2013	*	*	*	18.2	9.1	72.7	11.2	25.5	63.3	
*E 2014	*	*	*	11.0	55.9	33.1	17.4	54.1	28.6		10 2014	*	*	*	*	*	*	18.8	26.6	54.5	
2013	*	*	*	12.7	57.1	30.1	17.0	55.3	27.8		2013	*	*	*	*	*	*	20.9	22.8	56.3	
3 2014	*	*	*	8.8	52.4	38.9	25.8	54.8	19.4			3 2014	*	*	*	*	*	*	12.5	35.9	51.6
2013	*	*	*	≥5.0	30.9	65.8	17.8	53.3	28.9			2013	*	*	*	*	*	*	19.2	36.8	44.1
4 2014	11.5	60.2	28.3	6.0	46.3	47.7	19.4	48.4	32.2			4 2014	*	*	*	*	*	*	14.7	33.9	51.4
2013	6.8	31.6	61.5	≥5.0	27.4	68.4	11.2	42.1	46.7			2013	*	*	*	*	*	*	15.5	36.8	47.7
5 2014	24.4	65.8	9.8	22.6	65.6	11.7	27.2	52.9	19.9			5 2014	*	*	*	*	*	*	18.9	40.3	40.8
2013	11.1	54.5	34.4	9.6	55.7	34.7	19.1	55.5	25.3			2013	*	*	*	*	*	*	19.7	40.9	39.4
6 2014	8.5	40.1	51.4	8.5	40.4	51.2	32.2	46.4	21.4			6 2014	*	*	*	*	*	*	16.0	37.0	47.0
2013	7.0	39.1	53.9	8.2	41.0	50.9	22.9	48.0	29.1			2013	*	*	*	*	*	*	17.2	36.1	46.7
7 2014	*	*	*	6.1	51.0	42.9	36.9	43.5	19.6			7 2014	*	*	*	*	*	*	13.3	31.9	54.9
2013	*	*	*	≥5.0	50.0	45.0	27.4	49.3	23.3			2013	*	*	*	*	*	*	14.3	33.9	51.8
8 2014	*	*	*	14.2	37.1	48.8	41.3	32.8	25.9			8 2014	*	*	*	*	*	*	17.8	35.7	46.5
2013	*	*	*	9.7	30.7	59.6	33.0	36.4	30.6			2013	*	*	*	18.2	9.1	72.7	15.5	36.4	48.1
*A 2014	*	*	*	≥5.0	54.3	41.3	15.8	54.4	29.8			10 2014	*	*	*	*	*	*	22.2	34.3	43.5
2013	*	*	*	5.7	48.5	45.9	15.8	53.4	30.8			2013	*	*	*	*	*	*	23.8	31.0	45.2
5 2014	26.9	67.1	6.0	29.6	63.7	6.8	35.8	54.9	9.3			5 2014	*	*	*	*	*	*	19.6	42.5	37.9
2013	26.4	64.6	9.0	27.5	62.1	10.4	33.0	56.4	10.6			2013	*	*	*	*	*	*	22.7	44.2	33.1
8 2014	*	*	*	23.7	71.8	≥5.0	30.6	62.8	6.6			8 2014	*	*	*	*	*	*	19.8	41.0	39.2
2013	*	*	*	17.7	75.4	6.9	28.6	64.6	6.7			2013	*	*	*	27.3	27.3	45.5	22.3	40.4	37.3
*B 2014	*	*	*	8.7	64.0	27.3	15.4	61.7	22.9			10 2014	*	*	*	*	*	*	28.7	37.3	34.0
2013	*	*	*	12.4	62.4	25.2	17.4	60.7	21.9			2013	*	*	*	*	*	*	33.3	34.3	32.4

 $^{\dagger}$ College and Career Preparation (CCP) - 2012

‡Data from 2013

**Mathematics** 

<sup>&</sup>quot;na" indicates too few students for School Progress rules or Subject was field tested. "\*" indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

**Mathematics** 

Science

					Attendance I	Data %	Sch	ool	C	ounty	St	ate
					Attenuance	tale %	2014	2013	2014	2013	2014	2013
Percent Pr Reading	oficient Math			Graduation	Elementary Middle		≥ 95.0 *	≥ 95.0 *	≥ 95.0	≥ 95.0	95.7 95.4	95.5 95.1
Met	na	Met	Met				*	*	93.0	92.9	92.7	92.5
*		*	*		-	ifications						
		$\sqcup$			% of certificates	<b>:</b>						
na	na	na	na		Standard Pro	fessional	16.7	12.0	20.8	23.3	27.2	28.4
Met		na					79.2 0.0	84.0 0.0	75.0 0.0	74.0 0.0	65.5 0.7	65.1 0.8
Met		na					0.0	0.0	0.0	0.2	1.0	0.9
		<del>                                     </del>				T taught by hig						
*		*				ow Poverty	0.0 *	3.6	3.9 *	4.0 *		6.2 2.4
Met	na	Met	Met		,	,	*	*	*	*	11.4	6.6
Met	na	na	na		Secondary Lo	w Poverty	*	*	*	*	6.0	5.6
Met	na	Met	Met		Secondary Hi	gh Poverty	*	*	*	*	15.7	14.0
Met	na	na	na		Cohort Graduat	ion Rate						
Met	na	na	na				*	*	91.25	90.86	87.48	84.97
MSA	Profici	iency Lev	rels		Basic %	Proficient %	Advance	d %			Alt-	MSA
	Reading Met  * na Met  Met  Met  Met  Met  Met  Met  Met	Met na na ma Met na ma Met na ma Met na MSA Profic	Reading Math Reading Met na Met na na Met Met Na Na Proficiency Lev	Reading Meth     Math na     Reading Meth       Met     na     Met     Met       *     *     *     *       na     na     na     na       Met     na     na     na       Met     na     na     na       Met     na     Met     Met       Met     na     na     na       Met     na     na     na       Met     na     na     na       Met     na     na     na    MSA Proficiency Levels	Reading Meth         Math Reading Math           Met         na         Met            *         *         *         *            na         na         na             Met         na         na             Met         na         na             Met         na         Met             Met         na         na         na            Met         na         na         na            Met         na         na         na            Met         na         na         na	Reading Math Reading Math Met na Met Met High  * * * * * * Teacher Qual % of certificates Standard Prof Advanced Prof Resident Teac Conditional Tr % of classes NO All Quartiles Elementary Le Lementary Le Lementary Le Met na na na na Secondary Lo Met na Met Met Secondary Lo Met na Met Met Cohort Graduat Met na na na na Class of 2013  MSA Proficiency Levels  Met Met Na na na na Class of 2013  MSA Proficiency Levels	Reading Math Reading Math  Met Net Net Net Net Net Net Net Net Net N	Percent Proficient Reading Math Reading Math Met Net Net Net Net Net Net Net Net Net N	Percent Proficient Reading Math Met Net Net Net Net Net Net Net Net Net N	Participation   Participation   Reading   Math   Reading   Math   Reading   Math   Met   Met   Met   High   * * * 94.9	Participation Rate   Reading   Math   Reading   Math   Reading   Math   Reading   Math   Met   Met   Met   High     * * * * 93.0   92.9	Participation   Raeding   Math   Reading   Math   Met   Met   Met   Met   High

2014 School Progress Index

Your school is in Strand 3 based on your 2013 SPI of 0.9245. 2014 Strands were not assigned due to the PARCC field test.

	MS	SA Pro	oficier	ncv Le	vels			В	asic %	Proficient %	Advanced %		Alt	-MSA	Profi	ciency	/ Leve	els			
Approximately 99 set for all studen	9% of N			•		ake Alt-I	MSA. Th	e Basic I	evel is be	elow the goal		proximately 1% of Mary dents.							elow th	e goal se	et for al
GRADE	S	CHOOL	_%	С	OUNTY	′ %	5	STATE	%			GRADE	S	CHOOL	.%	C	YTNUC	%	,	STATE	%
3 2014	13.9	69.6	16.5	6.6	65.4	27.9	22.8	62.3	14.8			3 2014	*	*	*	*	*	*	10.3	26.5	63.2
2013	9.4	71.9	18.8	≥5.0	57.5	38.9	17.4	60.5	22.1			2013	*	*	*	*	*	*	13.4	26.3	60.3
4 2014	≥5.0	62.9	32.3	5.6	50.2	44.2	13.7	55.5	30.8			4 2014	*	*	*	*	*	*	11.9	24.3	63.8
2013	8.8	55.0	36.3	≥5.0	52.6	43.2	11.8	58.4	29.8			2013	*	*	*	*	*	*	10.2	22.1	67.7
5 2014	*	*	*	≥5.0	29.4	65.6	11.0	34.5	54.4			5 2014	*	*	*	*	*	*	11.4	25.0	63.6
2013	*	*	*	6.3	24.9	68.8	11.6	31.8	56.6			2013	*	*	*	*	*	*	12.6	26.5	60.9
6 2014	*	*	*	8.0	37.4	54.6	16.8	39.5	43.7			6 2014	*	*	*	*	*	*	13.3	23.5	63.2
2013	*	*	*	6.0	34.2	59.8	15.9	40.6	43.5			2013	*	*	*	*	*	*	10.3	25.9	63.8
7 2014	*	*	*	7.4	30.6	62.1	21.2	35.9	42.8			7 2014	*	*	*	*	*	*	12.2	21.0	66.9
2013	*	*	*	≥5.0	34.6	60.8	15.0	36.9	48.1			2013	*	*	*	*	*	*	7.9	24.8	67.3
8 2014	*	*	*	14.4	36.9	48.7	23.1	36.6	40.3			8 2014	*	*	*	*	*	*	12.6	24.6	62.8
2013	*	*	*	8.4	28.9	62.7	19.0	34.9	46.1			2013	*	*	*	18.2	9.1	72.7	11.2	25.5	63.3
*E 2014	*	*	*	11.0	55.9	33.1	17.4	54.1	28.6			10 2014	*	*	*	*	*	*	18.8	26.6	54.5
2013	*	*	*	12.7	57.1	30.1	17.0	55.3	27.8			2013	*	*	*	*	*	*	20.9	22.8	56.3
3 2014	19.2	55.1	25.6	8.8	52.4	38.9	25.8	54.8	19.4			3 2014	*	*	*	*	*	*	12.5	35.9	51.6
2013	10.9	40.6	48.4	≥5.0	30.9	65.8	17.8	53.3	28.9			2013	*	*	*	*	*	*	19.2	36.8	44.1
4 2014	≥5.0	47.8	47.8	6.0	46.3	47.7	19.4	48.4	32.2			4 2014	*	*	*	*	*	*	14.7	33.9	51.4
2013	7.5	31.3	61.3	≥5.0	27.4	68.4	11.2	42.1	46.7			2013	*	*	*	*	*	*	15.5	36.8	47.7
5 2014	*	*	*	22.6	65.6	11.7	27.2	52.9	19.9			5 2014	*	*	*	*	*	*	18.9	40.3	40.8
2013	*	*	*	9.6	55.7	34.7	19.1	55.5	25.3			2013	*	*	*	*	*	*	19.7	40.9	39.4
6 2014	*	*	*	8.5	40.4	51.2	32.2	46.4	21.4			6 2014	*	*	*	*	*	*	16.0	37.0	47.0
2013	*	*	*	8.2	41.0	50.9	22.9	48.0	29.1			2013	*	*	*	*	*	*	17.2	36.1	46.7
7 2014	*	*	*	6.1	51.0	42.9	36.9	43.5	19.6			7 2014	*	*	*	*	*	*	13.3	31.9	54.9
2013	*	*	*	≥5.0	50.0	45.0	27.4	49.3	23.3			2013	*	*	*	*	*	*	14.3	33.9	51.8
8 2014	*	*	*	14.2	37.1	48.8	41.3	32.8	25.9			8 2014	*	*	*	*	*	*	17.8	35.7	46.5
2013	*	*	*	9.7	30.7	59.6	33.0	36.4	30.6			2013	*	*	*	18.2	9.1	72.7	15.5	36.4	48.1
*A 2014	*	*	*	≥5.0	54.3	41.3	15.8	54.4	29.8			10 2014	*	*	*	*	*	*	22.2	34.3	43.5
2013	*	*	*	5.7	48.5	45.9	15.8	53.4	30.8			2013	*	*	*	*	*	*	23.8	31.0	45.2
5 2014	*	*	*	29.6	63.7	6.8	35.8	54.9	9.3			5 2014	*	*	*	*	*	*	19.6	42.5	37.9
2013	*	*	*	27.5	62.1	10.4	33.0	56.4	10.6			2013	*	*	*	*	*	*	22.7	44.2	33.1
8 2014	*	*	*	23.7	71.8	≥5.0	30.6	62.8	6.6			8 2014	*	*	*	*	*	*	19.8	41.0	39.2
2013	*	*	*	17.7	75.4	6.9	28.6	64.6	6.7			2013	*	*	*	27.3	27.3	45.5	22.3	40.4	37.3
*B 2014	*	*	*	8.7	64.0	27.3	15.4	61.7	22.9			10 2014	*	*	*	*	*	*	28.7	37.3	34.0
2013	*	*	*	12.4	62.4	25.2	17.4	60.7	21.9			2013	*	*	*	*	*	*	33.3	34.3	32.4

<sup>&</sup>quot;na" indicates too few students for School Progress rules or Subject was field tested. "\*" indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

School Progress						Attendance	Rate %	Scho 2014	ool 2013	Co 2014	ounty 2013	Sta 2014	te 2013	2014 Schoo	ol Progress I	ndex (SP	)
	Percent Pr Reading	oficient Math	Participat Reading		Graduation	Elementary Middle		88.6 91.8	89.6 91.5		≥ 95.0 94.5	95.7 95.4		SPI: 0.8239 Values 1.0000 ar	Strand: nd above met the	-	
All Students	Met	Met	na	na	na	High		85.3	89.8	93.0	92.9	92.7	92.5	Elementary	Achievement	Gap Red.	Growth
American Indian or Alaska Native	*					Teacher Qua								Mathematic	0.8918	*	0.4444
Asian		na	<del>   </del>	na		% of certificate								Reading	1.0869	*	0.3810
Black or African	Met	Met	na na	na		Standard Pro	ofessional	11.1 88.9	0.0 88.9	20.8 75.0	23.3 74.0	27.2 65.5		Science <b>Middle</b>	1.3294	*	
American Hispanic/Latino of any	na	na	na	na		Resident Tea Conditional		0.0 0.0	0.0	0.0 0.0	0.0 0.2	0.7 1.0	0.8 0.9	Mathematic Reading	1.1106 1.1401	*	0.8205 0.7179
race			<del>                                     </del>			% of classes No	OT taught by high	nly qualified	l teach	ers:				Science	1.3030	*	
Native Hawaiian or Other Pacific Islander	*	*	*			All Quartiles Elementary		55.2 *	51.7 *	3.9 *	4.0	7.6 3.0	6.2 2.4	High	Achievement	Gap Red.	CCR
White	Met	Met	na	na	na	Elementary I	High Poverty	*	*	*	*	11.4	6.6	Algebra	1.1224	*	
Two or more races	*	*	*	*		Secondary L	ow Poverty	*	*	*	*	6.0	5.6	English	0.5733	*	
Free/Reduced Meals	Met	Met	na	na		Secondary H	igh Poverty	*	*	*	*	15.7	14.0	Biology	0.5772	*	
Special Education	Met	Met	na	na	na	Cohort Gradua	tion Rate							‡Dropout ‡Graduation		*	*
Limited English Proficient	na	na	na	na			3 (4-Year Rate) 3 (5-Year Rate)	*	*	91.25	90.86	87.48	84.97	† <sub>CCP</sub>			*
	MSA	Profic	iency Lev	vels		Basic %	Proficient %	Advance	d %			Alt-	MSA F	Proficiency	Levels		

Approximately 99 set for all student		aryland	student	s take M	SA, 1% t	ake Alt-I	MSA. Th	e Basic L	evel is be	low the goal Approximately 1% of Mar students.	yland st	udents t	ake Alt-N	MSA. Th	e Basic I	Level is b	elow th	e goal se	t for all
GRADE	S	CHOOL	_%	С	OUNTY	′ %	5	STATE	%	GRADE	S	CHOOL	_%	C	OUNTY	%	9	STATE	%
3 2014	*	*	*	6.6	65.4	27.9	22.8	62.3	14.8	3 2014	*	*	*	*	*	*	10.3	26.5	63.2
2013	*	*	*	≥5.0	57.5	38.9	17.4	60.5	22.1	2013	*	*	*	*	*	*	13.4	26.3	60.3
4 2014	*	*	*	5.6	50.2	44.2	13.7	55.5	30.8	4 2014	*	*	*	*	*	*	11.9	24.3	63.8
2013	*	*	*	≥5.0	52.6	43.2	11.8	58.4	29.8	2013	*	*	*	*	*	*	10.2	22.1	67.7
5 2014	*	*	*	≥5.0	29.4	65.6	11.0	34.5	54.4	5 2014	*	*	*	*	*	*	11.4	25.0	63.6
2013	*	*	*	6.3	24.9	68.8	11.6	31.8	56.6	2013	*	*	*	*	*	*	12.6	26.5	60.9
6 2014	*	*	*	8.0	37.4	54.6	16.8	39.5	43.7	6 2014	*	*	*	*	*	*	13.3	23.5	63.2
2013	*	*	*	6.0	34.2	59.8	15.9	40.6	43.5	2013	*	*	*	*	*	*	10.3	25.9	63.8
7 2014	*	*	*	7.4	30.6	62.1	21.2	35.9	42.8	7 2014	*	*	*	*	*	*	12.2	21.0	66.9
2013	*	*	*	≥5.0	34.6	60.8	15.0	36.9	48.1	2013	*	*	*	*	*	*	7.9	24.8	67.3
8 2014	*	*	*	14.4	36.9	48.7	23.1	36.6	40.3	8 2014	*	*	*	*	*	*	12.6	24.6	62.8
2013	*	*	*	8.4	28.9	62.7	19.0	34.9	46.1	2013	*	*	*	18.2	9.1	72.7	11.2	25.5	63.3
*E 2014	*	*	*	11.0	55.9	33.1	17.4	54.1	28.6	10 2014	*	*	*	*	*	*	18.8	26.6	54.5
2013	*	*	*	12.7	57.1	30.1	17.0	55.3	27.8	2013	*	*	*	*	*	*	20.9	22.8	56.3
3 2014	*	*	*	8.8	52.4	38.9	25.8	54.8	19.4	3 2014	*	*	*	*	*	*	12.5	35.9	51.6
2013	*	*	*	≥5.0	30.9	65.8	17.8	53.3	28.9	2013	*	*	*	*	*	*	19.2	36.8	44.1
4 2014	*	*	*	6.0	46.3	47.7	19.4	48.4	32.2	4 2014	*	*	*	*	*	*	14.7	33.9	51.4
2013	*	*	*	≥5.0	27.4	68.4	11.2	42.1	46.7	2013	*	*	*	*	*	*	15.5	36.8	47.7
5 2014	*	*	*	22.6	65.6	11.7	27.2	52.9	19.9	5 2014	*	*	*	*	*	*	18.9	40.3	40.8
2013	*	*	*	9.6	55.7	34.7	19.1	55.5	25.3	2013	*	*	*	*	*	*	19.7	40.9	39.4
6 2014	*	*	*	8.5	40.4	51.2	32.2	46.4	21.4	6 2014	*	*	*	*	*	*	16.0	37.0	47.0
2013	*	*	*	8.2	41.0	50.9	22.9	48.0	29.1	2013	*	*	*	*	*	*	17.2	36.1	46.7
7 2014	*	*	*	6.1	51.0	42.9	36.9	43.5	19.6	7 2014	*	*	*	*	*	*	13.3	31.9	54.9
2013	*	*	*	≥5.0	50.0	45.0	27.4	49.3	23.3	2013	*	*	*	*	*	*	14.3	33.9	51.8
8 2014	*	*	*	14.2	37.1	48.8	41.3	32.8	25.9	8 2014	*	*	*	*	*	*	17.8	35.7	46.5
2013	*	*	*	9.7	30.7	59.6	33.0	36.4	30.6	2013	*	*	*	18.2	9.1	72.7	15.5	36.4	48.1
*A 2014	*	*	*	≥5.0	54.3	41.3	15.8	54.4	29.8	10 2014	*	*	*	*	*	*	22.2	34.3	43.5
2013	*	*	*	5.7	48.5	45.9	15.8	53.4	30.8	2013	*	*	*	*	*	*	23.8	31.0	45.2
5 2014	*	*	*	29.6	63.7	6.8	35.8	54.9	9.3	5 2014	*	*	*	*	*	*	19.6	42.5	37.9
2013	*	*	*	27.5	62.1	10.4	33.0	56.4	10.6	2013	*	*	*	*	*	*	22.7	44.2	33.1
8 2014	*	*	*	23.7	71.8	≥5.0	30.6	62.8	6.6	8 2014	*	*	*	*	*	*	19.8	41.0	39.2
2013	*	*	*	17.7	75.4	6.9	28.6	64.6	6.7	2013	*	*	*	27.3	27.3	45.5	22.3	40.4	37.3
*B 2014	*	*	*	8.7	64.0	27.3	15.4	61.7	22.9	10 2014	*	*	*	*	*	*	28.7	37.3	34.0
2013	*	*	*	12.4	62.4	25.2	17.4	60.7	21.9	2013	*	*	*	*	*	*	33.3	34.3	32.4

†College and Career Preparation (CCP) – 2012 ‡Data from 2013

Reading

**Mathematics** 

<sup>&</sup>quot;na" indicates too few students for School Progress rules or Subject was field tested. "\*" indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

School Brogress						Attendance R	Oato 9/	Sch	ool	C	ounty	St	ate
School Progress						Attendance R	tate %	2014	2013	2014	2013	2014	2013
	Percent P				Graduation	Elementary		≥ 95.0	94.9	≥ 95.0	≥ 95.0	95.7	95.5
	Reading	Math		g Math		Middle		*	*	94.9	94.5	95.4	95.1
All Students	na	na	Met	Met		High		*	*	93.0	92.9	92.7	92.5
American Indian or	*	*		*		Teacher Quali	fications						
Alaska Native			<u> </u>			% of certificates	:						
Asian	na	na	na	na		Standard Prof	essional	33.3	31.3	20.8	23.3	27.2	28.4
Black or African	na	na	na	na		Advanced Pro	fessional	60.6	65.6	75.0	74.0	65.5	65.1
American	IId	IId	IId	IId		Resident Teac	her	0.0	0.0	0.0	0.0	0.7	0.8
spanic/Latino of any	na	na	na	na		Conditional Te	eacher	0.0	0.0	0.0	0.2	1.0	0.9
race	III III	110	114	110		% of classes NO	T taught by higl	nly qualifie	d teach	ers:			
Native Hawaiian or	*	*		*		All Quartiles		0.0	2.8	3.9	4.0	7.6	6.2
ther Pacific Islander		<b>!</b>				Elementary Lo	w Poverty	*	*	*	*	3.0	2.4
White	na	na	Met	Met		Elementary Hi	igh Poverty	*	*	*	*	11.4	6.6
Two or more races	na	na		na		Secondary Lov	w Poverty	*	*	*	*	6.0	5.6
Free/Reduced Meals	na	na	Met	Met		Secondary Hig	sh Poverty	*	*	*	*	15.7	14.0
Special Education	na	na	na	na		Cohort Graduati	ion Rate						
Limited English			<del>                                     </del>			Class of 2013	(4-Year Rate)		*		90.86		84.97
Proficient	na	na		na		Class of 2013		*		91.25		87.48	
	DAC.	A Duefie	ionavlo	· · olo		Basic %	Proficient %	Advance	d %			Λ Ι+	DAC A
			iency Le					Auvaille					MSA
Approximatel set for all stud		aryland stud	lents take M	SA, 1% take	Alt-MSA. The	Basic Level is below	the goal		Appro stude		1% of Ma	ryland stu	idents t
GRADE	SC	CHOOL%	С	OUNTY %	S	TATE %				G	RADE	S	CHOOL

**Mathematics** 

Science

2014 School Progress Index

Your school is in Strand 1 based on your 2013 SPI of 1.1225. 2014 Strands were not assigned due to the PARCC field test.

A Proficiency Levels

take Alt-MSA. The Basic Level is below the goal set for all

set for all studer		iaryiand	student	s take M	SA, 1% 1	ake Alt-r	VISA. In	e Basic L	evel is b	Approximately 1% of Mar students.	yland st	udents 1	take Alt-I	MSA. Th	e Basic I	evel is b	elow th	e goal se	et for all
GRADE	S	CHOOL	_%	С	OUNTY	′ %	5	STATE	%	GRADE	S	CHOOL	_%	C	YTNUC	%	5	STATE 9	%
3 2014	≥5.0	57.9	40.4	6.6	65.4	27.9	22.8	62.3	14.8	3 2014	*	*	*	*	*	*	10.3	26.5	63.2
2013	≥5.0	51.2	48.8	≥5.0	57.5	38.9	17.4	60.5	22.1	2013	*	*	*	*	*	*	13.4	26.3	60.3
4 2014	≥5.0	38.9	61.1	5.6	50.2	44.2	13.7	55.5	30.8	4 2014	*	*	*	*	*	*	11.9	24.3	63.8
2013	≥5.0	34.5	64.6	≥5.0	52.6	43.2	11.8	58.4	29.8	2013	*	*	*	*	*	*	10.2	22.1	67.7
5 2014	*	*	*	≥5.0	29.4	65.6	11.0	34.5	54.4	5 2014	*	*	*	*	*	*	11.4	25.0	63.6
2013	*	*	*	6.3	24.9	68.8	11.6	31.8	56.6	2013	*	*	*	*	*	*	12.6	26.5	60.9
6 2014	*	*	*	8.0	37.4	54.6	16.8	39.5	43.7	6 2014	*	*	*	*	*	*	13.3	23.5	63.2
2013	*	*	*	6.0	34.2	59.8	15.9	40.6	43.5	2013	*	*	*	*	*	*	10.3	25.9	63.8
7 2014	*	*	*	7.4	30.6	62.1	21.2	35.9	42.8	7 2014	*	*	*	*	*	*	12.2	21.0	66.9
2013	*	*	*	≥5.0	34.6	60.8	15.0	36.9	48.1	2013	*	*	*	*	*	*	7.9	24.8	67.3
8 2014	*	*	*	14.4	36.9	48.7	23.1	36.6	40.3	8 2014	*	*	*	*	*	*	12.6	24.6	62.8
2013	*	*	*	8.4	28.9	62.7	19.0	34.9	46.1	2013	*	*	*	18.2	9.1	72.7	11.2	25.5	63.3
*E 2014	*	*	*	11.0	55.9	33.1	17.4	54.1	28.6	10 2014	*	*	*	*	*	*	18.8	26.6	54.5
2013	*	*	*	12.7	57.1	30.1		55.3	27.8	2013	*	*	*	*	*	*		22.8	56.3
3 2014	≥5.0	46.3	49.5	8.8	52.4	38.9		54.8	19.4	3 2014	*	*	*	*	*	*		35.9	51.6
2013		23.2	76.8	≥5.0	30.9	65.8		53.3	28.9	2013	*	*	*	*	*	*		36.8	44.1
4 2014	≥5.0	31.5	68.5	6.0	46.3	47.7		48.4	32.2	4 2014	*	*	*	*	*	*		33.9	51.4
2013	≥5.0	9.7	89.4 *	≥5.0	27.4	68.4			46.7	2013	4	4	<u> </u>	<b>.</b>	·	*		36.8	47.7
5 2014	*	*	*	22.6	65.6	11.7			19.9	5 2014	*	*		*	*	*		40.3	40.8
2013 <b>6 2014</b>	*	*	*	9.6 <b>8.5</b>	55.7 <b>40.4</b>	34.7 <b>51.2</b>		55.5 <b>46.4</b>	25.3 <b>21.4</b>	2013 <b>6 2014</b>	*	*	*	*	*	*		40.9 <b>37.0</b>	39.4 <b>47.0</b>
2013	*	*	*	8.2	41.0	50.9		48.0	29.1	2013	*	*	*	*	*	*		36.1	46.7
7 2014	*	*	*	6.1	51.0	42.9		43.5	19.6	7 2014	*	*	*	*	*	*		31.9	54.9
2013	*	*	*	≥5.0	50.0	45.0		49.3	23.3	2013	*	*	*	*	*	*		33.9	51.8
8 2014	*	*	*	14.2	37.1	48.8	41.3	32.8	25.9	8 2014	*	*	*	*	*	*	17.8	35.7	46.5
2013	*	*	*	9.7	30.7	59.6	33.0	36.4	30.6	2013	*	*	*	18.2	9.1	72.7	15.5	36.4	48.1
*A 2014	*	*	*	≥5.0	54.3	41.3	15.8	54.4	29.8	10 2014	*	*	*	*	*	*	22.2	34.3	43.5
2013	*	*	*	5.7	48.5	45.9	15.8	53.4	30.8	2013	*	*	*	*	*	*	23.8	31.0	45.2
5 2014	*	*	*	29.6	63.7	6.8	35.8	54.9	9.3	5 2014	*	*	*	*	*	*	19.6	42.5	37.9
2013	*	*	*	27.5	62.1	10.4	33.0	56.4	10.6	2013	*	*	*	*	*	*	22.7	44.2	33.1
8 2014	*	*	*	23.7	71.8	≥5.0	30.6	62.8	6.6	8 2014	*	*	*	*	*	*	19.8	41.0	39.2
2013	*	*	*	17.7	75.4	6.9	28.6	64.6	6.7	2013	*	*	*	27.3	27.3	45.5	22.3	40.4	37.3
*B 2014	*	*	*	8.7	64.0	27.3	15.4	61.7	22.9	10 2014	*	*	*	*	*	*	28.7	37.3	34.0
2013	*	*	*	12.4	62.4	25.2	17.4	60.7	21.9	2013	*	*	*	*	*	*	33.3	34.3	32.4

<sup>&</sup>quot;na" indicates too few students for School Progress rules or Subject was field tested. "\*" indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

School Drogross						Attendance Rate %	Sch	iool	C	ounty	St	ate
School Progress						Attendance Rate %	2014	2013	2014	2013	2014	2013
	Percent Pr Reading	oficient Math	Participat Reading		Graduation	Elementary Middle	≥ 95.0 *	≥ 95.0 *	≥ 95.0 94.9	≥ 95.0 94.5	95.7 95.4	95.5 95.1
All Students	na	Met	Met	Met		High	*	*	93.0	92.9	92.7	92.5
American Indian or Alaska Native	*	*	*	*		Teacher Qualifications % of certificates:						
Asian	na	na	na	na		Standard Professional	31.8	33.3	20.8	23.3	27.2	28.4
Black or African American	na	Met	Met	Met		Advanced Professional Resident Teacher	68.2 0.0	66.7	75.0 0.0	74.0 0.0	65.5 0.7	65.1
lispanic/Latino of any race	na	na	na	na		Conditional Teacher % of classes NOT taught by high	0.0	0.0	0.0	0.2	1.0	0.9
Native Hawaiian or Other Pacific Islander	*	*	*	*		All Quartiles Elementary Low Poverty	4.0 *	4.2	3.9	4.0	7.6 3.0	6.2 2.4
White	na	Met	Met	Met		Elementary High Poverty	*	*	*	*	11.4	6.6
Two or more races	na	na	na	na		Secondary Low Poverty	*	*	*	*	6.0	5.6
Free/Reduced Meals	na	Met	Met	Met		Secondary High Poverty	*	*	*	*	15.7	14.0
Special Education	na	Met	na	na		Cohort Graduation Rate						
Limited English Proficient	na	na	na	na		Class of 2013 (4-Year Rate) Class of 2013 (5-Year Rate)	*	*	91.25	90.86	87.48	84.97
	MSA	Profic	iency Le	vels		Basic % Proficient %	Advance	ed %			Alt-	MSA

2014 School Progress Index

Your school is in Strand 1 based on your 2013 SPI of 1.0647. 2014 Strands were not assigned due to the PARCC field test.

**Proficiency Levels** 

take Alt-MSA. The Basic Level is below the goal set for all

set for all studen	ts.	•								students.	yidiid St	uuciits (	anc rue i	*15/11	c busic t		C.O	e Boui se	
GRADE	S	CHOOL	_%	С	OUNTY	′ %	5	STATE '	%	GRADE	S	CHOOL	.%	C	OUNTY	%	5	STATE 9	%
3 2014	6.3	76.3	17.5	6.6	65.4	27.9	22.8	62.3	14.8	3 2014	*	*	*	*	*	*	10.3	26.5	63.2
2013	≥5.0	61.4	36.1	≥5.0	57.5	38.9	17.4	60.5	22.1	2013	*	*	*	*	*	*	13.4	26.3	60.3
4 2014	*	*	*	5.6	50.2	44.2	13.7	55.5	30.8	4 2014	*	*	*	*	*	*	11.9	24.3	63.8
2013	*	*	*	≥5.0	52.6	43.2	11.8	58.4	29.8	2013	*	*	*	*	*	*	10.2	22.1	67.7
5 2014	*	*	*	≥5.0	29.4	65.6	11.0	34.5	54.4	5 2014	*	*	*	*	*	*	11.4	25.0	63.6
2013	*	*	*	6.3	24.9	68.8	11.6	31.8	56.6	2013	*	*	*	*	*	*	12.6	26.5	60.9
6 2014	*	*	*	8.0	37.4	54.6	16.8	39.5	43.7	6 2014	*	*	*	*	*	*	13.3	23.5	63.2
2013	*	*	*	6.0	34.2	59.8	15.9	40.6	43.5	2013	*	*	*	*	*	*	10.3	25.9	63.8
7 2014	*	*	*	7.4	30.6	62.1	21.2	35.9	42.8	7 2014	*	*	*	*	*	*	12.2	21.0	66.9
2013	*	*	*	≥5.0	34.6	60.8	15.0	36.9	48.1	2013	*	*	*	*	*	*	7.9	24.8	67.3
8 2014	*	*	*	14.4	36.9	48.7	23.1	36.6	40.3	8 2014	*	*	*	*	*	*	12.6	24.6	62.8
2013	*	*	*	8.4	28.9	62.7	19.0	34.9	46.1	2013	*	*	*	18.2	9.1	72.7	11.2	25.5	63.3
*E 2014	*	*	*	11.0	55.9	33.1	17.4	54.1	28.6	10 2014	*	*	*	*	*	*	18.8	26.6	54.5
2013	*	*	*	12.7	57.1	30.1	17.0	55.3	27.8	2013	*	*	*	*	*	*	20.9	22.8	56.3
3 2014	≥5.0	48.4	47.4	8.8	52.4	38.9	25.8	54.8	19.4	3 2014	*	*	*	*	*	*	12.5	35.9	51.6
2013	≥5.0	31.3	68.7	≥5.0	30.9	65.8	17.8	53.3	28.9	2013	*	*	*	*	*	*	19.2	36.8	44.1
4 2014	*	*	*	6.0	46.3	47.7	19.4	48.4	32.2	4 2014	*	*	*	*	*	*	14.7	33.9	51.4
2013	*	*	*	≥5.0	27.4	68.4	11.2	42.1	46.7	2013	*	*	*	*	*	*	15.5	36.8	47.7
5 2014	*	*	*	22.6	65.6	11.7	27.2	52.9	19.9	5 2014	*	*	*	*	*	*	18.9	40.3	40.8
2013	*	*	*	9.6	55.7	34.7	19.1	55.5	25.3	2013	*	*	*	*	*	*	19.7	40.9	39.4
6 2014	*	*	*	8.5	40.4	51.2	32.2	46.4	21.4	6 2014	*	*	*	*	*	*	16.0	37.0	47.0
2013	*	*	*	8.2	41.0	50.9	22.9	48.0	29.1	2013	*	*	*	*	*	*	17.2	36.1	46.7
7 2014	*	*	*	6.1	51.0	42.9	36.9	43.5	19.6	7 2014	*	*	*	*	*	*	13.3	31.9	54.9
2013	*	*	*	≥5.0	50.0	45.0	27.4	49.3	23.3	2013	*	*	*	*	*	*	14.3	33.9	51.8
8 2014	*	*	*	14.2	37.1	48.8	41.3	32.8	25.9	8 2014	*	*	*	*	*	*	17.8	35.7	46.5
2013	*	*	*	9.7	30.7	59.6	33.0	36.4	30.6	2013	*	*	*	18.2	9.1	72.7	15.5	36.4	48.1
*A 2014	*	*	*	≥5.0	54.3	41.3	15.8	54.4	29.8	10 2014	*	*	*	*	*	*	22.2	34.3	43.5
2013	*	*	*	5.7	48.5	45.9	15.8	53.4	30.8	2013	*	*	*	*	*	*	23.8	31.0	45.2
5 2014	*	*	*	29.6	63.7	6.8	35.8	54.9	9.3	5 2014	*	*	*	*	*	*	19.6	42.5	37.9
2013	*	*	*	27.5	62.1	10.4	33.0	56.4	10.6	2013	*	*	*	*	*	*	22.7	44.2	33.1
8 2014	*	*	*	23.7	71.8	≥5.0	30.6	62.8	6.6	8 2014	*	*	*	*	*	*	19.8	41.0	39.2
2013	*	*	*	17.7	75.4	6.9	28.6	64.6	6.7	2013	*	*	*	27.3	27.3	45.5	22.3	40.4	37.3
*B 2014	*	*	*	8.7	64.0	27.3	15.4	61.7	22.9	10 2014	*	*	*	*	*	*	28.7	37.3	34.0
2013	*	*	*	12.4	62.4	25.2	17.4	60.7	21.9	2013	*	*	*	*	*	*	33.3	34.3	32.4
										†College and Career Preparation (CCP) - 201	2								

†College and Career Preparation (CCP) – 2012 ‡Data from 2013

Reading

**Mathematics** 

<sup>&</sup>quot;na" indicates too few students for School Progress rules or Subject was field tested. "\*" indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

Po	comol	ke l	Hia	ıh																				0107
	ol Progress								Atte	endand	ce Rate %	Scho 2014		2014	ounty 2013	St 2014	ate 2013	201	14 Scho	ol Pr	ogress	Index		
	P	ercent F			r <b>ticipa</b> Reading	tion Ra		duatior		ementa	ry	*	*	≥ 95.0	≥ 95.0	95.7			<b>1.1097</b> s 1.0000	and ah	Strand		.+	
	All Students	Met	Me	_	Met	Met		Met		iddle gh		93.6	94.6	94.9 93.0	94.5 92.9	95.4 92.7	95.1 92.5				evemer			CCR
	ican Indian or	*	*	$\neg$	*	*	$\top$			_	ualifications							nıgıı	Algebra		0653		586	CCK
	Alaska Native		<del>                                     </del>	+			+			certific									English	1	.0715	1.3	635	
Bla	Asian ack or African	na	na		na	na	+-	na			Professional Professional	20.0 76.0	19.2 76.9	20.8 75.0	23.3 74.0	27.2 65.5	28.4 65.1		Biology		.0450	_	400	
5.0	American	Met	Me	t	na	na		na		sident <sup>-</sup>		0.0	0.0	0.0	0.0	0.7	0.8		Dropout aduation				569 896	1.1090
Hispanic/	/Latino of any					na			"		al Teacher	0.0	0.0	0.0	0.2	1.0	0.9	. 0.0	†cc <sub>P</sub>			1.1	050	0.8959
Native	race e Hawaiian or		-	+		*	+			<b>classes</b> Quarti	NOT taught by high	ily qualified 9.2	d teache 10.5	ers: 3.9	4.0	7.6	6.2		00.					
Other P	acific Islander	*	_ ^		*	_ ^					ry Low Poverty	*	*	*	*	3.0	2.4							
	White	Met	Me	_	Met	Met		Met			ry High Poverty	*	*	*	*	11.4	6.6							
	or more races	na	na	_	na	na		na			/ Low Poverty / High Poverty	*	*	*	*	6.0 15.7	5.6 14.0							
•	educed Meals	Met Met	Me <sup>-</sup>		na	na		Met			luation Rate					13.7	14.0							
•	cial Education mited English	iviet			na	na	+	na	_		013 (4-Year Rate)		94.29		90.86		84.97	•						
	Proficient	*	na		*	na			Cla	ass of 20	013 (5-Year Rate)	≥ 95.00		91.25		87.48								
		MS	A Pro	ficier	ıcy Le	vels			Ва	asic %	Proficient %	Advance	d %			Alt-	MSA	Profi	iciency	Lev	els			
	Approximately set for all stude		aryland s	students	take M	SA, 1% t	ake Alt-N	/ISA. The	Basic L	evel is be	low the goal				1% of Mar	yland stu	udents ta	ke Alt-	MSA. The	Basic	Level is b	elow the	e goal se	t for all
	GRADE				0	OUNTY	0/	0	TATE 9	1/			stude										TATE	,
	(¬RADE	.51	$\alpha$	n/			%		IAIF						DADE	0/	211001	1/	00	NI INITA	' 0/	_		
			CHOOL	%	_									G	RADE	S	CHOOLS	%	CC	UNTY	<b>%</b>			
	3 2014	*	*	*	6.6	65.4	27.9	22.8	62.3	14.8				٠	3 2014	*	CHOOLS *	*	*	UNTY *	*	10.3	26.5	63.2
		*	* * *	% * *	_			22.8	62.3					C		* *	* * *	*	* *	OUNTY * *	*		26.5	
	3 2014	*	* * *	*	6.6	<b>65.4</b> 57.5	<b>27.9</b> 38.9	22.8	<b>62.3</b> 60.5	14.8				G	3 2014	* *	* * * *	* *	* *	* * * *	*	10.3	<b>26.5</b> 26.3	63.2
	<b>3 2014</b> 2013	* *	* * * *	*	<b>6.6</b> ≥5.0	<b>65.4</b> 57.5	27.9 38.9 44.2	22.8 17.4 13.7	<b>62.3</b> 60.5	<b>14.8</b> 22.1				G	<b>3 2014</b> 2013	* * *	* * * *	* * * *	* * *	* * * *	*	10.3 13.4 11.9	<b>26.5</b> 26.3	<b>63.2</b> 60.3 <b>63.8</b>
	3 2014 2013 4 2014	* * *	* * * * *	* *	<b>6.6</b> ≥5.0 <b>5.6</b>	<b>65.4</b> 57.5 <b>50.2</b>	27.9 38.9 44.2	22.8 17.4 13.7	<b>62.3</b> 60.5 <b>55.5</b> 58.4	14.8 22.1 30.8				G	3 2014 2013 4 2014	* * * *	* * * * *	* * * * *	* * *	* * * * *	* *	10.3 13.4 11.9	<ul><li>26.5</li><li>26.3</li><li>24.3</li><li>22.1</li></ul>	<b>63.2</b> 60.3 <b>63.8</b>
	3 2014 2013 4 2014 2013	* * * *	* * * * * *	* * *	<b>6.6</b> ≥5.0 <b>5.6</b> ≥5.0	<b>65.4</b> 57.5 <b>50.2</b> 52.6	27.9 38.9 44.2 43.2	22.8 17.4 13.7 11.8	<b>62.3</b> 60.5 <b>55.5</b> 58.4 <b>34.5</b>	14.8 22.1 30.8 29.8				G	3 2014 2013 4 2014 2013	* * * *	* * *	* * *	* * * * *	* * * * * *	* * *	<ul><li>10.3</li><li>13.4</li><li>11.9</li><li>10.2</li></ul>	26.5 26.3 24.3 22.1 25.0	<b>63.2</b> 60.3 <b>63.8</b> 67.7
<b>.</b>	3 2014 2013 4 2014 2013 5 2014	* * * *	* * * * * *	* * * *	6.6 ≥5.0 5.6 ≥5.0 ≥5.0 ≥6.3	<b>65.4</b> 57.5 <b>50.2</b> 52.6 <b>29.4</b> 24.9	27.9 38.9 44.2 43.2 65.6 68.8	22.8 17.4 13.7 11.8 11.0	<b>62.3</b> 60.5 <b>55.5</b> 58.4 <b>34.5</b> 31.8	14.8 22.1 30.8 29.8 54.4 56.6				e	3 2014 2013 4 2014 2013 5 2014 2013	* * * * *	* * *	* * *	* * * * * * * * * * * * * * * * * * *	* * * * * *	* * * *	10.3 13.4 11.9 10.2 11.4 12.6	26.5 26.3 24.3 22.1 25.0 26.5	<b>63.2</b> 60.3 <b>63.8</b> 67.7 <b>63.6</b> 60.9
Bu	3 2014 2013 4 2014 2013 5 2014 2013 6 2014	* * * * *	* * * * * * *	* * * * *	6.6 ≥5.0 5.6 ≥5.0 ≥5.0 6.3 8.0	<b>65.4</b> 57.5 <b>50.2</b> 52.6 <b>29.4</b> 24.9 <b>37.4</b>	27.9 38.9 44.2 43.2 65.6 68.8 54.6	22.8 17.4 13.7 11.8 11.0 11.6 16.8	62.3 60.5 55.5 58.4 34.5 31.8 39.5	14.8 22.1 30.8 29.8 54.4 56.6 43.7				e	3 2014 2013 4 2014 2013 5 2014 2013 6 2014	* * * * * *	* * *	* * * * *	* * * * * * * * * * * * * * * * * * *	* * * * *	* * * * * *	10.3 13.4 11.9 10.2 11.4 12.6 13.3	26.5 26.3 24.3 22.1 25.0 26.5 23.5	<b>63.2</b> 60.3 <b>63.8</b> 67.7 <b>63.6</b> 60.9 <b>63.2</b>
ding	3 2014 2013 4 2014 2013 5 2014 2013 6 2014	* * * * * *	* * * * * * *	* * * * * * * *	6.6 ≥5.0 5.6 ≥5.0 ≥5.0 6.3 8.0 6.0	65.4 57.5 50.2 52.6 29.4 24.9 37.4 34.2	27.9 38.9 44.2 43.2 65.6 68.8 54.6	22.8 17.4 13.7 11.8 11.0 11.6 16.8 15.9	62.3 60.5 55.5 58.4 34.5 31.8 39.5 40.6	14.8 22.1 30.8 29.8 54.4 56.6 43.7 43.5				G	2014 2013 4 2014 2013 5 2014 2013 6 2014 2013	* * * * * * *	* * *	* * * * * *	* * * * * * * * * * * * * * * * * * *	* * * * *	* * * * * * * *	10.3 13.4 11.9 10.2 11.4 12.6 13.3 10.3	26.5 26.3 24.3 22.1 25.0 26.5 23.5	63.2 60.3 63.8 67.7 63.6 60.9 63.2 63.8
eading	3 2014 2013 4 2014 2013 5 2014 2013 6 2014 2013 7 2014	* * * * * * *	* * * * * * * *	* * * * * * * * *	6.6 ≥5.0 5.6 ≥5.0 ≥5.0 6.3 8.0	<b>65.4</b> 57.5 <b>50.2</b> 52.6 <b>29.4</b> 24.9 <b>37.4</b>	27.9 38.9 44.2 43.2 65.6 68.8 54.6 59.8	22.8 17.4 13.7 11.8 11.0 11.6 16.8 15.9 21.2	62.3 60.5 55.5 58.4 34.5 31.8 39.5 40.6 35.9	14.8 22.1 30.8 29.8 54.4 56.6 43.7				G	3 2014 2013 4 2014 2013 5 2014 2013 6 2014	* * * * * * * *	* * *	* * * * * * * *	* * * * * * * * * * * * * * * * * * *	* * * * *	* * * * * * * * *	10.3 13.4 11.9 10.2 11.4 12.6 13.3	26.5 26.3 24.3 22.1 25.0 26.5 23.5	<b>63.2</b> 60.3 <b>63.8</b> 67.7 <b>63.6</b> 60.9 <b>63.2</b>
Reading	3 2014 2013 4 2014 2013 5 2014 2013 6 2014	* * * * * * *	* * * * * * * * * *	* * * * * * * *	6.6 ≥5.0 5.6 ≥5.0 ≥5.0 6.3 8.0 6.0	65.4 57.5 50.2 52.6 29.4 24.9 37.4 34.2	27.9 38.9 44.2 43.2 65.6 68.8 54.6	22.8 17.4 13.7 11.8 11.0 11.6 16.8 15.9	62.3 60.5 55.5 58.4 34.5 31.8 39.5 40.6 35.9	14.8 22.1 30.8 29.8 54.4 56.6 43.7 43.5					2014 2013 4 2014 2013 5 2014 2013 6 2014 2013	* * * * * * * * * *	* * *	* * * * * *	* * * * * * * * * * * * * * * * * * *	* * * * *	* * * * * * * *	10.3 13.4 11.9 10.2 11.4 12.6 13.3 10.3	26.5 26.3 24.3 22.1 25.0 26.5 23.5	63.2 60.3 63.8 67.7 63.6 60.9 63.2 63.8
Reading	3 2014 2013 4 2014 2013 5 2014 2013 6 2014 2013 7 2014	* * * * * * *	* * * * * * * * * * * * * * * * * * *	* * * * * * * * *	6.6 ≥5.0 5.6 ≥5.0 ≥5.0 6.3 8.0 6.0 7.4	65.4 57.5 50.2 52.6 29.4 24.9 37.4 34.2 30.6	27.9 38.9 44.2 43.2 65.6 68.8 54.6 59.8	22.8 17.4 13.7 11.8 11.0 11.6 16.8 15.9 21.2	62.3 60.5 55.5 58.4 34.5 31.8 39.5 40.6 35.9	14.8 22.1 30.8 29.8 54.4 56.6 43.7 43.5					3 2014 2013 4 2014 2013 5 2014 2013 6 2014 2013 7 2014	* * * * * * * *	* * *	* * * * * * * *	* * * * * * * * * * * * * * * * * * *	* * * * *	* * * * * * * * *	10.3 13.4 11.9 10.2 11.4 12.6 13.3 10.3	26.5 26.3 24.3 22.1 25.0 26.5 23.5 25.9 21.0 24.8	63.2 60.3 63.8 67.7 63.6 60.9 63.2 63.8 66.9
Reading	3 2014 2013 4 2014 2013 5 2014 2013 6 2014 2013 7 2014	* * * * * * * *	* * * * * * * * * * * * * * * * * * *	* * * * * * * * *	6.6 ≥5.0 5.6 ≥5.0 6.3 8.0 6.0 7.4 ≥5.0	65.4 57.5 50.2 52.6 29.4 24.9 37.4 34.2 30.6	27.9 38.9 44.2 43.2 65.6 68.8 54.6 59.8 62.1 60.8	22.8 17.4 13.7 11.8 11.0 11.6 16.8 15.9 21.2	62.3 60.5 55.5 58.4 34.5 31.8 39.5 40.6 35.9 36.9	14.8 22.1 30.8 29.8 54.4 56.6 43.7 43.5 42.8					3 2014 2013 4 2014 2013 5 2014 2013 6 2014 2013 7 2014	* * * * * * * *	* * *	* * * * * * * *	*  *  *  *  *  *  *  *  *  *  *  *  *	* * * * *	* * * * * * * * * *	10.3 13.4 11.9 10.2 11.4 12.6 13.3 10.3 12.2	26.5 26.3 24.3 22.1 25.0 26.5 23.5 25.9 21.0 24.8 24.6	63.2 60.3 63.8 67.7 63.6 60.9 63.2 63.8 66.9

3 2014	*	*	*	6.6	65.4	27.9	22.8	62.3	14.8
2013	*	*	*	≥5.0	57.5	38.9	17.4	60.5	22.1
4 2014	*	*	*	5.6	50.2	44.2	13.7	55.5	30.8
2013	*	*	*	≥5.0	52.6	43.2	11.8	58.4	29.8
5 2014	*	*	*	≥5.0	29.4	65.6	11.0	34.5	54.4
2013	*	*	*	6.3	24.9	68.8	11.6	31.8	56.6
6 2014	*	*	*	8.0	37.4	54.6	16.8	39.5	43.7
2013	*	*	*	6.0	34.2	59.8	15.9	40.6	43.5
7 2014	*	*	*	7.4	30.6	62.1	21.2	35.9	42.8
2013	*	*	*	≥5.0	34.6	60.8	15.0	36.9	48.1
8 2014	*	*	*	14.4	36.9	48.7	23.1	36.6	40.3
2013	*	*	*	8.4	28.9	62.7	19.0	34.9	46.1
*E 2014	8.2	62.3	29.5	11.0	55.9	33.1	17.4	54.1	28.6
2013	14.5	59.7	25.8	12.7	57.1	30.1	17.0	55.3	27.8
3 2014	*	*	*	8.8	52.4	38.9	25.8	54.8	19.4
2013	*	*	*	≥5.0	30.9	65.8	17.8	53.3	28.9
4 2014	*	*	*	6.0	46.3	47.7	19.4	48.4	32.2
2013	*	*	*	≥5.0	27.4	68.4	11.2	42.1	46.7
5 2014	*	*	*	22.6	65.6	11.7	27.2	52.9	19.9
2013	*	*	*	9.6	55.7	34.7	19.1	55.5	25.3
6 2014	*	*	*	8.5	40.4	51.2	32.2	46.4	21.4
2013	*	*	*	8.2	41.0	50.9	22.9	48.0	29.1
7 2014	*	*	*	6.1	51.0	42.9	36.9	43.5	19.6
2013	*	*	*	≥5.0	50.0	45.0	27.4	49.3	23.3
8 2014	*	*	*	14.2	37.1	48.8	41.3	32.8	25.9
2013	*	*	*	9.7	30.7	59.6	33.0	36.4	30.6
*A 2014	5.1	69.5	25.4	≥5.0	54.3	41.3	15.8	54.4	29.8
2013	11.7	58.3	30.0	5.7	48.5	45.9	15.8	53.4	30.8
5 2014	*	*	*	29.6	63.7	6.8	35.8	54.9	9.3
2013	*	*	*	27.5	62.1	10.4	33.0	56.4	10.6
8 2014	*	*	*	23.7	71.8	≥5.0	30.6	62.8	6.6
2013	*	*	*	17.7	75.4	6.9	28.6	64.6	6.7
*B 2014	13.1	60.7	26.2	8.7	64.0	27.3	15.4	61.7	22.9
2013	26.2	54.1	19.7	12.4	62.4	25.2	17.4	60.7	21.9

**Mathematics** 

Science

2013	*	*	*	*	*	*	13.4	26.3	60.3	
4 2014	*	*	*	*	*	*	11.9	24.3	63.8	
2013	*	*	*	*	*	*	10.2	22.1	67.7	
5 2014	*	*	*	*	*	*	11.4	25.0	63.6	
2013	*	*	*	*	*	*	12.6	26.5	60.9	
6 2014	*	*	*	*	*	*	13.3	23.5	63.2	
2013	*	*	*	*	*	*	10.3	25.9	63.8	
7 2014	*	*	*	*	*	*	12.2	21.0	66.9	
2013	*	*	*	*	*	*	7.9	24.8	67.3	
8 2014	*	*	*	*	*	*	12.6	24.6	62.8	
2013	*	*	*	18.2	9.1	72.7	11.2	25.5	63.3	
10 2014	*	*	*	*	*	*	18.8	26.6	54.5	
2013	*	*	*	*	*	*	20.9	22.8	56.3	
3 2014	*	*	*	*	*	*	12.5	35.9	51.6	
2013	*	*	*	*	*	*	19.2	36.8	44.1	
4 2014	*	*	*	*	*	*	14.7	33.9	51.4	
2013	*	*	*	*	*	*	15.5	36.8	47.7	
5 2014	*	*	*	*	*	*	18.9	40.3	40.8	
2013	*	*	*	*	*	*	19.7	40.9	39.4	
6 2014	*	*	*	*	*	*	16.0	37.0	47.0	
2013	*	*	*	*	*	*	17.2	36.1	46.7	
7 2014	*	*	*	*	*	*	13.3	31.9	54.9	
2013	*	*	*	*	*	*	14.3	33.9	51.8	
8 2014	*	*	*	*	*	*	17.8	35.7	46.5	
2013	*	*	*	18.2	9.1	72.7	15.5	36.4	48.1	
10 2014	*	*	*	*	*	*	22.2	34.3	43.5	
2013	*	*	*	*	*	*	23.8	31.0	45.2	
5 2014	*	*	*	*	*	*	19.6	42.5	37.9	
2013	*	*	*	*	*	*	22.7	44.2	33.1	
8 2014	*	*	*	*	*	*	19.8	41.0	39.2	
2013	*	*	*	27.3	27.3	45.5	22.3	40.4	37.3	
10 2014	*	*	*	*	*	*	28.7	37.3	34.0	
2013	*	*	*	*	*	*	33.3	34.3	32.4	

<sup>&</sup>quot;na" indicates too few students for School Progress rules or Subject was field tested. "\*" indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

STATE % 10.3 26.5 63.2 26.3 11.9 24.3

10.2 22.1

11.4 25.0

12.6 26.5

13.3 23.5

10.3 25.9 12.2 21.0 7.9 24.8

12.6 24.6 11.2 25.5

18.8 26.6 20.9 22.8 12.5 35.9 19.2 36.8

33.9

40.9 19.7 16.0 37.0 17.2 36.1

13.3 31.9

14.3 33.9

17.8 35.7

15.5 36.4 22.2 34.3

23.8 31.0 19.6 42.5

22.3 40.4

33.3 34.3

37.3

22.7 44.2

19.8 41.0

27.3 27.3 14.7 15.5 36.8

18.9 40.3 63.8

67.7

63.6

60.9

67.3 62.8

63.3

44.1

51.4

47.7

40.8

46.7

54.9

51.8

46 5

45.2

37.9 33.1

39.2

**Pocomoke Middle** School County School Progress Attendance Rate % 2014 2013 2013 2014 2014 **Percent Proficient** Participation Rate Graduation Elementary ≥ **95.0** ≥ 95.0 ≥ 95.0 ≥ 95.0 95.7 Reading Math Reading Math ≥ 95.0 Middle 94.7 94.9 94.5 95.4 All Students Met Met 93.0 92.9 92.7 High American Indian or Teacher Qualifications Alaska Native % of certificates: Asian Met Standard Professional 28.6 34.3 20.8 23.3 27.2 Black or African 65.7 Advanced Professional 68.6 75.0 74.0 65.5 Met Met Met American Resident Teacher 0.0 0.0 0.0 0.0 Hispanic/Latino of any Conditional Teacher 0.0 0.0 0.0 0.2 Met % of classes NOT taught by highly qualified teachers: Native Hawaiian or 0.0 Other Pacific Islander Elementary Low Poverty White Met Met Met Elementary High Poverty 11.4 Two or more races Met Secondary Low Poverty Secondary High Poverty Free/Reduced Meals **Cohort Graduation Rate** Special Education Met Class of 2013 (4-Year Rate) Limited English 90.86 Met 91.25 87.48 Class of 2013 (5-Year Rate) Proficient **MSA Proficiency Levels** Proficient % Advanced % Approximately 99% of Maryland students take MSA, 1% take Alt-MSA. The Basic Level is below the goal Approximately 1% of Maryland students take Alt-MSA. The Basic Level is below the goal set for all set for all students

2014 School Progress Index

State

2013

95.5

95.1

92.5

28.4

65.1

0.8

0.9

6.2

2.4

6.6

5.6

14.0

84.97

0.7

1.0

7.6

3.0

6.0

Your school is in Strand 3 based on your 2013 SPI of 0.9620. 2014 Strands were not assigned due to the PARCC field test.

**Alt-MSA Proficiency Levels** 

set for all studer	its.									students.						
GRADE	S	CHOOL	_%	С	OUNTY	′%	5	STATE	%	GRADE	S	CHOO	L%	С	OUNTY	′%
3 2014	*	*	*	6.6	65.4	27.9	22.8	62.3	14.8	3 2014	*	*	*	*	*	*
2013	*	*	*	≥5.0	57.5	38.9	17.4	60.5	22.1	2013	*	*	*	*	*	*
4 2014	5.2	61.0	33.8	5.6	50.2	44.2	13.7	55.5	30.8	4 2014	*	*	*	*	*	*
2013	≥5.0	62.8	33.0	≥5.0	52.6	43.2	11.8	58.4	29.8	2013	*	*	*	*	*	*
5 2014	7.9	28.1	64.0	≥5.0	29.4	65.6	11.0	34.5	54.4	5 2014	*	*	*	*	*	*
2013	9.4	32.9	57.6	6.3	24.9	68.8	11.6	31.8	56.6	2013	*	*	*	*	*	*
6 2014	16.4	38.2	45.5	8.0	37.4	54.6	16.8	39.5	43.7	6 2014	*	*	*	*	*	*
2013	6.7	37.8	55.6	6.0	34.2	59.8	15.9	40.6	43.5	2013	*	*	*	*	*	*
7 2014	7.8	36.7	55.6	7.4	30.6	62.1	21.2	35.9	42.8	7 2014	*	*	*	*	*	*
2013	6.8	44.3	48.9	≥5.0	34.6	60.8	15.0	36.9	48.1	2013	*	*	*	*	*	*
8 2014	20.2	39.3	40.4	14.4	36.9	48.7	23.1	36.6	40.3	8 2014	*	*	*	*	*	*
2013	13.2	35.5	51.3	8.4	28.9	62.7	19.0	34.9	46.1	2013	*	*	*	18.2	9.1	72
*E 2014	*	*	*	11.0	55.9	33.1	17.4	54.1	28.6	10 2014	*	*	*	*	*	*
2013	*	*	*	12.7	57.1	30.1	17.0	55.3	27.8	2013	*	*	*	*	*	*
3 2014	*	*	*	8.8	52.4	38.9	25.8	54.8	19.4	3 2014	*	*	*	*	*	*
2013	*	*	*	≥5.0	30.9	65.8	17.8	53.3	28.9	2013	*	*	*	*	*	*
4 2014	≥5.0	39.0	58.4	6.0	46.3	47.7	19.4	48.4	32.2	4 2014	*	*	*	*	*	*
2013	5.3	35.1	59.6	≥5.0	27.4	68.4	11.2	42.1	46.7	2013	*	*	*	*	*	*
5 2014	24.7	62.9	12.4	22.6	65.6	11.7	27.2	52.9	19.9	5 2014	*	*	*	*	*	*
2013	11.8	54.1	34.1	9.6	55.7	34.7	19.1	55.5	25.3	2013	*	*	*	*	*	*
6 2014	12.3	46.9	40.7	8.5	40.4	51.2	32.2	46.4	21.4	6 2014	*	*	*	*	*	*
2013	13.3	47.8	38.9	8.2	41.0	50.9	22.9	48.0	29.1	2013	*	*	*	*	*	*
7 2014	12.2	51.1	36.7	6.1	51.0	42.9	36.9	43.5	19.6	7 2014	*	*	*	*	*	*
2013	11.4	71.6	17.0	≥5.0	50.0	45.0	27.4	49.3	23.3	2013	*	*	*	*	*	*
8 2014	20.0	44.4	35.6	14.2	37.1	48.8	41.3	32.8	25.9	8 2014	*	*	*	*	*	*
2013	14.5	30.3	55.3	9.7	30.7	59.6	33.0	36.4	30.6	2013	*	*	*	18.2	9.1	72
*A 2014	*	*	*	≥5.0	54.3	41.3	15.8	54.4	29.8	10 2014	*	*	*	*	*	*
2013	*	*	*	5.7	48.5	45.9	15.8	53.4	30.8	2013	*	*	*	*	*	*
5 2014	34.8	59.6	5.6	29.6	63.7	6.8	35.8	54.9	9.3	5 2014	*	*	*	*	*	*
2013	31.8	58.8	9.4	27.5	62.1	10.4	33.0	56.4	10.6	2013	*	*	*	*	*	*

<sup>†</sup>College and Career Preparation (CCP) – 2012

8 2014

10 2014

2013

‡Data from 2013

8 2014

\*B 2014

2013

2013

36.0 64.0 ≥5.0 23.7 71.8

75.4

62.4

≥5.0

27.3

25.2

30.6 62.8

28.6

17.4 60.7 6.6

Reading

**Mathematics** 

<sup>&</sup>quot;na" indicates too few students for School Progress rules or Subject was field tested. "\*" indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

**Showell Elementary** School County School Progress Attendance Rate % 2014 2013 2013 2013 2014 2014 **Percent Proficient** Participation Rate Graduation 95.5 Elementary ≥ 95.0 ≥ 95.0 ≥ 95.0 ≥ 95.0 95.7 Reading Math Reading Math Middle 94.9 94.5 95.4 95.1 All Students 93.0 92.9 92.7 92.5 High American Indian or Teacher Qualifications Alaska Native % of certificates: Asian Standard Professional 10.3 18.5 20.8 23.3 27.2 28.4 Black or African Advanced Professional 75.9 77.8 75.0 74.0 65.5 65.1 American 0.0 0.0 0.0 0.7 0.8 Resident Teacher 0.0 Hispanic/Latino of any Conditional Teacher 0.0 0.0 0.0 0.2 1.0 0.9 Met % of classes NOT taught by highly qualified teachers Native Hawaiian or 7.6 3.3 6.2 Other Pacific Islander 3.0 **Elementary Low Poverty** 2.4 White Met Met Elementary High Poverty 11.4 6.6 Two or more races Secondary Low Poverty 6.0 5.6 Secondary High Poverty 15.7 14.0 Free/Reduced Meals **Cohort Graduation Rate** Special Education Met 84.97 Limited English Class of 2013 (4-Year Rate) 90.86 91.25 87.48 Class of 2013 (5-Year Rate) Proficient Approximately 99% of Maryland students take MSA, 1% take Alt-MSA. The Basic Level is below the goal Approximately 1% of Maryland students take Alt-MSA. The Basic Level is below the goal set for all set for all students. **GRADE** SCHOOL% COUNTY % STATE % 3 2014 60.6 36.7 62.3 65.4 60.5 57.5 4 2014 50.2 55.5 30.8 5.6

2014 School Progress Index

Your school is in Strand 1 based on your 2013 SPI of 1.1381. 2014 Strands were not assigned due to the PARCC field test.

MSA Proficiency Levels	Basic %	Proficient %	Advanced %	Alt-MSA Proficiency Levels
•				•

2013 52.6 43.2 58.4 29.8 >5.0 11.8 5 2014 ≥5.0 29.4 65.6 11.0 34.5 54.4 2013 6.3 24.9 68.8 11.6 31.8 56.6 6 2014 37.4 39.5 2013 40.6 7 2014 30.6 62.1 35.9 42.8 2013 34.6 60.8 15.0 36.9 48.1 >5.0 40.3 8 2014 14.4 36.9 48.7 23.1 36.6 2013 8.4 28.9 62.7 19.0 34.9 46.1 \*E 2014 55.9 33.1 54.1 28.6 2013 57.1 30.1 17.0 55.3 27.8 3 2014 52.4 38.9 2013 5.7 30.2 64.2 >5.0 30.9 65.8 17.8 53.3 28.9 4 2014 32.2 6.0 46.3 47.7 19.4 48.4 2013 ≥5.0 27.4 68.4 11.2 42.1 46.7 5 2014 22.6 65.6 11.7 27.2 52.9 19.9 2013 34.7 19.1 55.5 25.3 55.7 6 2014 40.4 51.2 50.9 22.9 48.0 29.1 2013 8.2 41.0 7 2014 19.6 6.1 51.0 42.9 36.9 43.5 2013 >5.0 50.0 45.0 27.4 49.3 23.3 8 2014 37.1 48 8 41 3 32.8 25 9 2013 30.7 59.6 33.0 36.4 \*A 2014 2013 48.5 45.9 53.4 30.8 5.7 15.8 5 2014 29.6 63.7 6.8 54.9 9.3 35.8 2013 27.5 62.1 10.4 33.0 56.4 10.6 8 2014 23.7 71.8 ≥5.0 30.6 62.8 6.6 28.6 2013 75.4 64.6 \*B 2014 27.3

62.4

25.2

17.4 60.7

Reading

Mathematics

Science

2013

udents.										
GRADE	S	CHOO	L%	С	OUNTY	′ %	5	STATE	%	
3 2014	*	*	*	*	*	*	10.3	26.5	63.2	
2013	*	*	*	*	*	*	13.4	26.3	60.3	
4 2014	*	*	*	*	*	*	11.9	24.3	63.8	
2013	*	*	*	*	*	*	10.2	22.1	67.7	
5 2014	*	*	*	*	*	*	11.4	25.0	63.6	
2013	*	*	*	*	*	*	12.6	26.5	60.9	
6 2014	*	*	*	*	*	*	13.3	23.5	63.2	
2013	*	*	*	*	*	*	10.3	25.9	63.8	
7 2014	*	*	*	*	*	*	12.2	21.0	66.9	
2013	*	*	*	*	*	*	7.9	24.8	67.3	
8 2014	*	*	*	*	*	*	12.6	24.6	62.8	
2013	*	*	*	18.2	9.1	72.7	11.2	25.5	63.3	
10 2014	*	*	*	*	*	*	18.8	26.6	54.5	
2013	*	*	*	*	*	*	20.9	22.8	56.3	
3 2014	*	*	*	*	*	*	12.5	35.9	51.6	
2013	*	*	*	*	*	*	19.2	36.8	44.1	
4 2014	*	*	*	*	*	*	14.7	33.9	51.4	
2013	*	*	*	*	*	*	15.5	36.8	47.7	
5 2014	*	*	*	*	*	*	18.9	40.3	40.8	
2013	*	*	*	*	*	*	19.7	40.9	39.4	
6 2014	*	*	*	*	*	*	16.0	37.0	47.0	
2013	*	*	*	*	*	*	17.2	36.1	46.7	
7 2014	*	*	*	*	*	*	13.3	31.9	54.9	
2013	*	*	*	*	*	*	14.3	33.9	51.8	
8 2014	*	*	*	*	*	*	17.8	35.7	46.5	
2013	*	*	*	18.2	9.1	72.7	15.5	36.4	48.1	
10 2014	*	*	*	*	*	*	22.2	34.3	43.5	
2013	*	*	*	*	*	*	23.8	31.0	45.2	
5 2014	*	*	*	*	*	*	19.6	42.5	37.9	
2013	*	*	*	*	*	*	22.7	44.2	33.1	
8 2014	*	*	*	*	*	*	19.8	41.0	39.2	

27.3

45.5

22.3 40.4

33.3 34.3

37.3

37.3

<sup>†</sup>College and Career Preparation (CCP) – 2012

2013

2013

10 2014

‡Data from 2013

<sup>&</sup>quot;na" indicates too few students for School Progress rules or Subject was field tested. "\*" indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

**Snow Hill Elementary** School State County **School Progress** Attendance Rate % 2014 2013 2014 2013 2014 2013 **Percent Proficient Participation Rate Graduation ≥ 95.0** ≥ 95.0 95.5 Elementary ≥ 95.0 ≥ 95.0 95.7 Reading Math Reading Math Middle 94.9 94.5 95.4 95.1 All Students Met Met Met 93.0 92.9 92.7 92.5 American Indian or Teacher Qualifications Alaska Native % of certificates: Asian Standard Professional 28.6 20.0 20.8 23.3 27.2 28.4 Black or African Advanced Professional 71.4 75.0 75.0 74.0 65.5 65.1 Met American Resident Teacher 0.0 0.8 0.0 0.0 0.7 0.0 Hispanic/Latino of any Conditional Teacher 0.0 0.0 0.0 0.2 1.0 0.9 race % of classes NOT taught by highly qualified teachers: Native Hawaiian or 4.0 7.6 6.2 Other Pacific Islander **Elementary Low Poverty** 3.0 2.4 White Met Met Met Elementary High Poverty 11.4 6.6 Two or more races Secondary Low Poverty 6.0 5.6 Secondary High Poverty 15.7 14.0 Free/Reduced Meals **Cohort Graduation Rate** Special Education 84.97 Class of 2013 (4-Year Rate) 90.86 Limited English Class of 2013 (5-Year Rate) 91.25 87.48 Proficient **MSA Proficiency Levels** Proficient % Advanced % Approximately 99% of Maryland students take MSA, 1% take Alt-MSA. The Basic Level is below the goal

2014 School Progress Index

Your school is in Strand 1 based on your 2013 SPI of 1.1939. 2014 Strands were not assigned due to the PARCC field test.

**Alt-MSA Proficiency Levels** 

Approximately 1% of Maryland students take Alt-MSA. The Basic Level is below the goal set for all

set for all studen	ts.									students.							_		
GRADE	S	CHOOL	_%	С	OUNTY	′ %	9	STATE '	%	GRADE	S	CHOOL	.%	С	OUNTY	%	STAT	≣ %	
3 2014	14.5	69.1	16.4	6.6	65.4	27.9	22.8	62.3	14.8	3 2014	*	*	*	*	*	*	10.3 26.5	63.2	
2013	5.8	59.4	34.8	≥5.0	57.5	38.9	17.4	60.5	22.1	2013	*	*	*	*	*	*	13.4 26.3	60.3	
4 2014	*	*	*	5.6	50.2	44.2	13.7	55.5	30.8	4 2014	*	*	*	*	*	*	11.9 24.3	63.8	
2013	*	*	*	≥5.0	52.6	43.2	11.8	58.4	29.8	2013	*	*	*	*	*	*	10.2 22.3	67.7	
5 2014	*	*	*	≥5.0	29.4	65.6	11.0	34.5	54.4	5 2014	*	*	*	*	*	*	11.4 25.0	63.6	
2013	*	*	*	6.3	24.9	68.8	11.6	31.8	56.6	2013	*	*	*	*	*	*	12.6 26.5	60.9	
6 2014	*	*	*	8.0	37.4	54.6	16.8	39.5	43.7	6 2014	*	*	*	*	*	*	13.3 23.5	63.2	
2013	*	*	*	6.0	34.2	59.8	15.9	40.6	43.5	2013	*	*	*	*	*	*	10.3 25.9	63.8	
7 2014	*	*	*	7.4	30.6	62.1	21.2	35.9	42.8	7 2014	*	*	*	*	*	*	12.2 21.0	66.9	
2013	*	*	*	≥5.0	34.6	60.8	15.0	36.9	48.1	2013	*	*	*	*	*	*	7.9 24.8	67.3	
8 2014	*	*	*	14.4	36.9	48.7	23.1	36.6	40.3	8 2014	*	*	*	*	*	*	12.6 24.6	62.8	
2013	*	*	*	8.4	28.9	62.7	19.0	34.9	46.1	2013	*	*	*	18.2	9.1	72.7	11.2 25.5	63.3	
*E 2014	*	*	*	11.0	55.9	33.1	17.4	54.1	28.6	10 2014	*	*	*	*	*	*	18.8 26.0	54.5	
2013	*	*	*	12.7	57.1	30.1	17.0	55.3	27.8	2013	*	*	*	*	*	*	20.9 22.8	56.3	
3 2014	17.8	45.2	37.0	8.8	52.4	38.9	25.8	54.8	19.4	3 2014	*	*	*	*	*	*	12.5 35.9	51.6	
2013	≥5.0	36.2	60.9	≥5.0	30.9	65.8	17.8	53.3	28.9	2013	*	*	*	*	*	*	19.2 36.8	3 44.1	
4 2014	*	*	*	6.0	46.3	47.7	19.4	48.4	32.2	4 2014	*	*	*	*	*	*	14.7 33.9	51.4	
2013	*	*	*	≥5.0	27.4	68.4	11.2	42.1	46.7	2013	*	*	*	*	*	*	15.5 36.8	3 47.7	
5 2014	*	*	*	22.6	65.6	11.7	27.2	52.9	19.9	5 2014	*	*	*	*	*	*	18.9 40.3	40.8	
2013	*	*	*	9.6	55.7	34.7	19.1	55.5	25.3	2013	*	*	*	*	*	*	19.7 40.9	39.4	
6 2014	*	*	*	8.5	40.4	51.2	32.2	46.4	21.4	6 2014	*	*	*	*	*	*	16.0 37.0	47.0	
2013	*	*	*	8.2	41.0	50.9	22.9	48.0	29.1	2013	*	*	*	*	*	*	17.2 36.3	46.7	
7 2014	*	*	*	6.1	51.0	42.9	36.9	43.5	19.6	7 2014	*	*	*	*	*	*	13.3 31.9	54.9	
2013	*	*	*	≥5.0	50.0	45.0	27.4	49.3	23.3	2013	*	*	*	*	*	*	14.3 33.9	51.8	
8 2014	*	*	*	14.2	37.1	48.8	41.3	32.8	25.9	8 2014	*	*	*	*	*	*	17.8 35.7	46.5	
2013	*	*	*	9.7	30.7	59.6	33.0	36.4	30.6	2013	*	*	*	18.2	9.1	72.7	15.5 36.4	48.1	
*A 2014	*	*	*	≥5.0	54.3	41.3	15.8	54.4	29.8	10 2014	*	*	*	*	*	*	22.2 34.3	43.5	
2013	*	*	*	5.7	48.5	45.9	15.8	53.4	30.8	2013	*	*	*	*	*	*	23.8 31.0	45.2	
5 2014	*	*	*	29.6	63.7	6.8	35.8	54.9	9.3	5 2014	*	*	*	*	*	*	19.6 42.5	37.9	
2013	*	*	*	27.5	62.1	10.4	33.0	56.4	10.6	2013	*	*	*	*	*	*	22.7 44.2	33.1	
8 2014	*	*	*	23.7	71.8	≥5.0	30.6	62.8	6.6	8 2014	*	*	*	*	*	*	19.8 41.0	39.2	
2013	*	*	*	17.7	75.4	6.9	28.6	64.6	6.7	2013	*	*	*	27.3	27.3	45.5	22.3 40.4	37.3	
*B 2014	*	*	*	8.7	64.0	27.3	15.4	61.7	22.9	10 2014	*	*	*	*	*	*	28.7 37.3	34.0	
2013	*	*	*	12.4	62.4	25.2	17.4	60.7	21.9	2013	*	*	*	*	*	*	33.3 34.3	32.4	

<sup>†</sup>College and Career Preparation (CCP) – 2012

‡Data from 2013

Reading

**Mathematics** 

<sup>&</sup>quot;na" indicates too few students for School Progress rules or Subject was field tested. "\*" indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

Snow H	ШН	ıgh															0207
School Progress						Attendance	Rate %	Sch 2014	ool 2013	2014	ounty 2013	Sta 2014	ate 2013	2014 Schoo	ol Progress I	ndex (SPI)	)
	Percent Pr Reading	r <b>oficient</b> Math	Participati Reading		Graduation	Elementary Middle		*	*	≥ 95.0 94.9	≥ 95.0 94.5	95.7 95.4	95.5 95.1	<b>SPI: 1.0792</b> Values 1.0000 ar	Strand: nd above met the	_	
All Students	Met	Met	Met	Met	Met	High		92.8	93.2	93.0	92.9	92.7	92.5	High	Achievement	Gap Red.	CCR
American Indian or Alaska Native	*					Teacher Qua								Algebra	1.1072	1.3049	
Asian	na	na	na	na	na	Standard Pr		24.0	24.0	20.8	23.3	27.2	28.4	English	1.0331	0.9833	
Black or African American	Met	Met	na		na	Advanced P Resident Te	rofessional	68.0 0.0	76.0 0.0	75.0 0.0	74.0 0.0	65.5 0.7	65.1 0.8	Biology ‡Dropout ‡Graduation	1.0874	1.1417	1.0072
Hispanic/Latino of any race	na	na	na	na	na	Conditional % of classes N	Teacher <b>OT taught by hig</b> l	0.0 hlv qualifie	0.0 <b>d teach</b>	0.0 ers:	0.2	1.0	0.9	†CCP		0.9759	1.0872 0.9723
Native Hawaiian or Other Pacific Islander	*	*	*	*		All Quartiles		10.3	3.4	3.9 *	4.0	7.6 3.0	6.2 2.4				
White	Met	Met	Met	Met	Met	•	High Poverty	*	*	*	*	11.4	6.6				
Two or more races	na	na	na	na	na	Secondary L	ow Poverty	*	*	*	*	6.0	5.6				
Free/Reduced Meals	Met	Met	Met	Met	Met	Secondary H	ligh Poverty	*	*	*	*	15.7	14.0				
Special Education	Met	Met	na	na	na	Cohort Gradua	ation Rate										
Limited English Proficient		na	*	na			3 (4-Year Rate) 3 (5-Year Rate)	93.83	93.83	91.25	90.86	87.48	84.97				
	MSA	A Profic	iency Lev	els		Basic %	Proficient %	Advance	d %			Alt-	MSA I	Proficiency	Levels		
Approximate set for all stu-		ryland stud	lents take MS	A, 1% take	Alt-MSA. The	Basic Level is belo	w the goal		Appro	•	1% of Ma	ryland stu	idents ta	ke Alt-MSA. The	Basic Level is bel	ow the goal s	et for all

Approximately 9set for all studen		aryland	students	take M	SA, 1% t	ake Alt-N	MSA. The	e Basic I	evel is be	elow the goa
GRADE	S	CHOOL	_%	С	OUNTY	%	9	STATE	%	
3 2014	*	*	*	6.6	65.4	27.9	22.8	62.3	14.8	
2013	*	*	*	≥5.0	57.5	38.9	17.4	60.5	22.1	
4 2014	*	*	*	5.6	50.2	44.2	13.7	55.5	30.8	
2013	*	*	*	≥5.0	52.6	43.2	11.8	58.4	29.8	
5 2014	*	*	*	≥5.0	29.4	65.6	11.0	34.5	54.4	
2013	*	*	*	6.3	24.9	68.8	11.6	31.8	56.6	
6 2014	*	*	*	8.0	37.4	54.6	16.8	39.5	43.7	
2013	*	*	*	6.0	34.2	59.8	15.9	40.6	43.5	
7 2014	*	*	*	7.4	30.6	62.1	21.2	35.9	42.8	
2013	*	*	*	≥5.0	34.6	60.8	15.0	36.9	48.1	
8 2014	*	*	*	14.4	36.9	48.7	23.1	36.6	40.3	
2013	*	*	*	8.4	28.9	62.7	19.0	34.9	46.1	
*E 2014	7.9	52.6	39.5	11.0	55.9	33.1	17.4	54.1	28.6	
2013	11.8	56.6	31.6	12.7	57.1	30.1	17.0	55.3	27.8	
3 2014	*	*	*	8.8	52.4	38.9	25.8	54.8	19.4	
2013	*	*	*	≥5.0	30.9	65.8	17.8	53.3	28.9	
4 2014	*	*	*	6.0	46.3	47.7	19.4	48.4	32.2	
2013	*	*	*	≥5.0	27.4	68.4	11.2	42.1	46.7	
5 2014	*	*	*	22.6	65.6	11.7	27.2	52.9	19.9	
2013	*	*	*	9.6	55.7	34.7	19.1	55.5	25.3	
6 2014	*	*	*	8.5	40.4	51.2	32.2	46.4	21.4	
2013	*	*	*	8.2	41.0	50.9	22.9	48.0	29.1	
7 2014	*	*	*	6.1	51.0	42.9	36.9	43.5	19.6	
2013	*	*	*	≥5.0	50.0	45.0	27.4	49.3	23.3	
8 2014	*	*	*	14.2	37.1	48.8	41.3	32.8	25.9	
2013	*	*	*	9.7	30.7	59.6	33.0	36.4	30.6	
*A 2014	≥5.0	56.8	41.9	≥5.0	54.3	41.3	15.8	54.4	29.8	
2013	≥5.0	49.3	48.0	5.7	48.5	45.9	15.8	53.4	30.8	
5 2014	*	*	*	29.6	63.7	6.8	35.8	54.9	9.3	
2013	*	*	*	27.5	62.1	10.4	33.0	56.4	10.6	
8 2014	*	*	*	23.7	71.8	≥5.0	30.6	62.8	6.6	
2013	*	*	*	17.7	75.4	6.9	28.6	64.6	6.7	
*B 2014	≥5.0	54.5	45.5	8.7	64.0	27.3	15.4	61.7	22.9	
2013	5.2	54.5	40.3	12.4	62.4	25.2	17.4	60.7	21.9	

**Mathematics** 

Science

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udents.	-							_		
GRADE	S	CHOOL	_%	С	OUNTY	′ %	5	STATE	%	
3 2014	*	*	*	*	*	*	10.3	26.5	63.2	
2013	*	*	*	*	*	*	13.4	26.3	60.3	
4 2014	*	*	*	*	*	*	11.9	24.3	63.8	
2013	*	*	*	*	*	*	10.2	22.1	67.7	
5 2014	*	*	*	*	*	*	11.4	25.0	63.6	
2013	*	*	*	*	*	*	12.6	26.5	60.9	
6 2014	*	*	*	*	*	*	13.3	23.5	63.2	
2013	*	*	*	*	*	*	10.3	25.9	63.8	
7 2014	*	*	*	*	*	*	12.2	21.0	66.9	
2013	*	*	*	*	*	*	7.9	24.8	67.3	
8 2014	*	*	*	*	*	*	12.6	24.6	62.8	
2013	*	*	*	18.2	9.1	72.7	11.2	25.5	63.3	
10 2014	*	*	*	*	*	*	18.8	26.6	54.5	
2013	*	*	*	*	*	*	20.9	22.8	56.3	
3 2014	*	*	*	*	*	*	12.5	35.9	51.6	
2013	*	*	*	*	*	*	19.2	36.8	44.1	
4 2014	*	*	*	*	*	*	14.7	33.9	51.4	
2013	*	*	*	*	*	*	15.5	36.8	47.7	
5 2014	*	*	*	*	*	*	18.9	40.3	40.8	
2013	*	*	*	*	*	*	19.7	40.9	39.4	
6 2014	*	*	*	*	*	*	16.0	37.0	47.0	
2013	*	*	*	*	*	*	17.2	36.1	46.7	
7 2014	*	*	*	*	*	*	13.3	31.9	54.9	
2013	*	*	*	*	*	*	14.3	33.9	51.8	
8 2014	*	*	*	*	*	*	17.8	35.7	46.5	
2013	*	*	*	18.2	9.1	72.7	15.5	36.4	48.1	
10 2014	*	*	*	*	*	*	22.2	34.3	43.5	
2013	*	*	*	*	*	*	23.8	31.0	45.2	
5 2014	*	*	*	*	*	*	19.6	42.5	37.9	
2013	*	*	*	*	*	*	22.7	44.2	33.1	
8 2014	*	*	*	*	*	*	19.8	41.0	39.2	
2013	*	*	*	27.3	27.3	45.5	22.3	40.4	37.3	
10 2014	*	*	*	*	*	*	28.7	37.3	34.0	
2013	*	*	*	*	*	*	33.3	34.3	32.4	

<sup>&</sup>quot;na" indicates too few students for School Progress rules or Subject was field tested. "\*" indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

School County State School Progress Attendance Rate % 2014 2013 2013 2014 2013 2014 **Participation Rate Graduation Percent Proficient** 95.5 Elementary ≥ **95.0** ≥ 95.0 ≥ 95.0 ≥ 95.0 95.7 Reading Math Reading Math Middle **≥ 95.0** ≥ 95.0 94.9 94.5 95.4 95.1 All Students Met Met Met 93.0 92.9 92.7 92.5 High American Indian or Teacher Qualifications Alaska Native % of certificates: Asian Met Standard Professional 25.8 40.6 20.8 23.3 27.2 28.4 Black or African 59.4 65.5 Advanced Professional 71.0 75.0 74.0 65.1 Met Met Met American Resident Teacher 0.0 0.0 0.7 0.8 0.0 0.0 Hispanic/Latino of any Conditional Teacher 0.0 0.0 0.0 0.2 1.0 0.9 Met race % of classes NOT taught by highly qualified teachers: Native Hawaiian or 0.0 7.6 6.2 Other Pacific Islander Elementary Low Poverty 3.0 2.4 White Met Met Met Elementary High Poverty 11.4 6.6 Two or more races Met Secondary Low Poverty 6.0 5.6 Secondary High Poverty 14.0 Free/Reduced Meals **Cohort Graduation Rate** Special Education Met 84.97 Class of 2013 (4-Year Rate) Limited English 90.86 Met 91.25 87.48 Class of 2013 (5-Year Rate) Proficient

STATE %

2014 School Progress Index

Your school is in Strand 3 based on your 2013 SPI of 0.9299. 2014 Strands were not assigned due to the PARCC field test.

0208

MSA Proficiency Levels

Basic % Proficient % Advanced % Alt-MSA Proficiency Levels

3 2014	*	*	*	6.6	65.4	27.9	22.8	62.3	14.8
2013	*	*	*	≥5.0	57.5	38.9	17.4	60.5	22.1
4 2014	18.6	52.9	28.6	5.6	50.2	44.2	13.7	55.5	30.8
2013	≥5.0	68.8	27.3	≥5.0	52.6	43.2	11.8	58.4	29.8
5 2014	7.4	33.3	59.3	≥5.0	29.4	65.6	11.0	34.5	54.4
2013	6.3	27.0	66.7	6.3	24.9	68.8	11.6	31.8	56.6
6 2014	≥5.0	36.7	59.2	8.0	37.4	54.6	16.8	39.5	43.7
2013	7.5	37.5	55.0	6.0	34.2	59.8	15.9	40.6	43.5
7 2014	5.3	36.8	57.9	7.4	30.6	62.1	21.2	35.9	42.8
2013	≥5.0	42.7	52.4	≥5.0	34.6	60.8	15.0	36.9	48.1
8 2014	15.2	35.4	49.4	14.4	36.9	48.7	23.1	36.6	40.3
2013	18.7	29.3	52.0	8.4	28.9	62.7	19.0	34.9	46.1
*E 2014	*	*	*	11.0	55.9	33.1	17.4	54.1	28.6
2013	*	*	*	12.7	57.1	30.1	17.0	55.3	27.8
3 2014	*	*	*	8.8	52.4	38.9	25.8	54.8	19.4
2013	*	*	*	≥5.0	30.9	65.8	17.8	53.3	28.9
4 2014	12.9	58.6	28.6	6.0	46.3	47.7	19.4	48.4	32.2
2013	≥5.0	33.8	66.2	≥5.0	27.4	68.4	11.2	42.1	46.7
5 2014	13.6	67.9	18.5	22.6	65.6	11.7	27.2	52.9	19.9
2013	≥5.0	63.5	36.5	9.6	55.7	34.7	19.1	55.5	25.3
6 2014	≥5.0	32.8	63.9	8.5	40.4	51.2	32.2	46.4	21.4
2013	7.5	41.3	51.3	8.2	41.0	50.9	22.9	48.0	29.1
7 2014	≥5.0	60.5	38.2	6.1	51.0	42.9	36.9	43.5	19.6
2013	≥5.0	57.3	39.0	≥5.0	50.0	45.0	27.4	49.3	23.3

14.2 37.1

48.5 45.9

62.1

75.4

62.4

9.7 30.7

5.7

29.6 63.7

27.5

23.7 71.8

11.0

17.7

≥5.0

48 8

59.6

6.8

10.4

≥5.0

27.3

25.2

41.3 32.8

33.0 36.4

15.8 53.4

35.8 54.9

33.0

30.6 62.8

28.6 64.6

17.4

56.4 10.6

25.9

30.6

30.8

9.3

6.6

Approximately 99% of Maryland students take MSA, 1% take Alt-MSA. The Basic Level is below the goal

COUNTY %

set for all students.
GRADE

Reading

**Mathematics** 

Science

SCHOOL%

dents.	, iai ia 50	ademo	tune rue r		e Busic	20 00 10 2		c godi si		
GRADE	S	CHOO	L%	С	OUNTY	′ %	(	STATE	%	
3 2014	*	*	*	*	*	*	10.3	26.5	63.2	
2013	*	*	*	*	*	*	13.4	26.3	60.3	
4 2014	*	*	*	*	*	*	11.9	24.3	63.8	
2013	*	*	*	*	*	*	10.2	22.1	67.7	
5 2014	*	*	*	*	*	*	11.4	25.0	63.6	
2013	*	*	*	*	*	*	12.6	26.5	60.9	
6 2014	*	*	*	*	*	*	13.3	23.5	63.2	
2013	*	*	*	*	*	*	10.3	25.9	63.8	
7 2014	*	*	*	*	*	*	12.2	21.0	66.9	
2013	*	*	*	*	*	*	7.9	24.8	67.3	
8 2014	*	*	*	*	*	*	12.6	24.6	62.8	
2013	*	*	*	18.2	9.1	72.7	11.2	25.5	63.3	
10 2014	*	*	*	*	*	*	18.8	26.6	54.5	
2013	*	*	*	*	*	*	20.9	22.8	56.3	
3 2014	*	*	*	*	*	*	12.5	35.9	51.6	
2013	*	*	*	*	*	*	19.2	36.8	44.1	
4 2014	*	*	*	*	*	*	14.7	33.9	51.4	
2013	*	*	*	*	*	*	15.5	36.8	47.7	
5 2014	*	*	*	*	*	*	18.9	40.3	40.8	
2013	*	*	*	*	*	*	19.7	40.9	39.4	
6 2014	*	*	*	*	*	*	16.0	37.0	47.0	
2013	*	*	*	*	*	*	17.2	36.1	46.7	
7 2014	*	*	*	*	*	*	13.3	31.9	54.9	
2013	*	*	*	*	*	*	14.3	33.9	51.8	
8 2014	*	*	*	*	*	*	17.8	35.7	46.5	
2013	*	*	*	18.2	9.1	72.7	15.5	36.4	48.1	
10 2014	*	*	*	*	*	*	22.2	34.3	43.5	
2013	*	*	*	*	*	*	23.8	31.0	45.2	
5 2014	*	*	*	*	*	*	19.6	42.5	37.9	
2013	*	*	*	*	*	*	22.7	44.2	33.1	
8 2014	*	*	*	*	*	*	19.8	41.0	39.2	
2013	*	*	*	27.3	27.3	45.5	22.3	40.4	37.3	
10 2014	*	*	*	*	*	*	28.7	37.3	34.0	

Approximately 1% of Maryland students take Alt-MSA. The Basic Level is below the goal set for all

†College and Career Preparation (CCP) – 2012

8 2014

\*A 2014

2013

2013

2013

2013

2013

5 2014

8 2014

\*B 2014

10.7 28.0 61.3

25.8 56.5

34.1 54.9

74.7

39.2 53.2

<sup>‡</sup>Data from 2013
"na" indicates too few students for School Progress rules or Subject was field tested. "\*" indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

\*B 2014

2013 11.3 65.9 22.9 12.4 62.4 25.2 17.4 60.7 21.9

Sch	nool Progress					3			Δtta	ndan	ce Rate %		nool		ounty		ate	201	4 Sch	ool Pr	ogress	Index	(SPI	١
-		Percent	Profici	ent P	articipa	ition Ra	te Gra	duatio		ementa		2014	2013	2014 ≥ 95.0	<b>2013</b> ≥ 95.0	2014 95.7	2013		0.9844	-	Stran		(01.1	<u>'</u>
		Readin		ath		g Mat		addatio		iddle	ıy	*	*	94.9	94.5	95.4	95.1	Value	s 1.0000	and ab	ove met		et.	
۸	All Students	Met	M	et	Met	Me	t	Met		gh • •		93.0	92.4	93.0	92.9	92.7	92.5	High		Ach	ieveme	nt Gap	Red.	CCR
An	nerican Indian or Alaska Native			a					_	cher Q certific	ualifications ates:							-	Algebra		1.0511		9743	
	Asian	Met	M	et	na	na		na			Professional	16.9	22.5	20.8	23.3	27.2	28.4		English Biolog		).9822 1.0389		9187 9326	
	Black or African American	Not Me	t M	et	Met	Me	t	Met			l Professional Teacher	77.5 0.0	71.8 0.0	75.0 0.0	74.0 0.0	65.5 0.7	65.1 0.8	. +	Dropou	it		0.9	9379	
Hispai	nic/Latino of any	Mot	N/I	ot	22	na	_	na	-		al Teacher	0.0	1.4	0.0	0.0	1.0	0.9		duatio			0.9	9066	1.0413
No	race	Met	M	et		na	+	na			NOT taught by high								†cc	Р			l	0.9527
	tive Hawaiian or er Pacific Islander		*	٠		*				l Quarti ementa	les ry Low Poverty	4.1 *	6.1	3.9 *	4.0	7.6 3.0	6.2 2.4							
	White	Met	M	et	Met	Me	t	Met			ry High Poverty	*	*	*	*	11.4	6.6							
	wo or more races	Met	M		na	na	_	na	-		y Low Poverty y High Poverty	*	*	*	*	6.0 15.7	5.6 14.0							
	e/Reduced Meals Special Education	Met Met	M		Met Met	Me	_	ot Met ot Met			duation Rate					13.7	14.0							
	Limited English			7			_		_		013 (4-Year Rate)		89.81		90.86		84.97	<del>-</del>						
	Proficient	na	l n	a	na	na		na	Cl	ass of 2	013 (5-Year Rate)	89.87		91.25		87.48								
		MS	SA Pro	oficie	ncy Le	evels			В	asic %	Proficient %	Advance	ed %			Alt-	MSA	Profi	cienc	y Lev	els			_
	Approximately set for all stude		1aryland	l studen	ts take N	ISA, 1% t	ake Alt-	MSA. Th	e Basic L	evel is be	elow the goal		Appro. studer		1% of Mai	ryland st	udents ta	ake Alt-	MSA. Th	ne Basic	Level is b	elow th	e goal s	et for all
	GRADE		SCHOOL	L%	(	OUNTY	%	ç	STATE '	%			stuaer		RADE	,Q	CHOOL	%	C	OUNTY	′ %	,	STATE	%
	3 2014		*	*	6.6	65.4			62.3						3 2014	*	*	*	*	*	*		26.5	63.2
	2013		*	*	≥5.0		38.9	17.4		22.1					2013	*	*	*	*	*	*	13.4	26.3	
	4 2014		*	*	5.6	50.2	44.2	13.7		30.8					4 2014	*	*	*	*	*	*	11.9	24.3	63.8
	2013		*	*		52.6	43.2			29.8					2013	*	*	*	*	*	*			
					≥5.0				58.4														22.1	
	5 2014				≥5.0	29.4	65.6	11.0		54.4					5 2014					_	Ī	11.4	25.0	63.6
	2013		*	*	6.3	24.9	68.8		31.8	56.6					2013	*	*	*	*	*	*	12.6	26.5	60.9
g	6 2014	*	*	*	8.0	37.4	54.6	16.8	39.5	43.7					6 2014	*	*	*	*	*	*	13.3	23.5	63.2
Reading	2013	*	*	*	6.0	34.2	59.8	15.9	40.6	43.5					2013	*	*	*	*	*	*	10.3	25.9	63.8
ea	7 2014	*	*	*	7.4	30.6	62.1	21.2	35.9	42.8					7 2014	*	*	*	*	*	*	12.2	21.0	66.9
8	2013	*	*	*	≥5.0	34.6	60.8	15.0	36.9	48.1					2013	*	*	*	*	*	*	7.9	24.8	67.3
	8 2014	*	*	*	14.4	36.9	48.7	23.1	36.6	40.3					8 2014	*	*	*	*	*	*	12.6	24.6	62.8
	2013	*	*	*	8.4	28.9	62.7	19.0	34.9	46.1					2013	*	*	*	18.2	9.1	72.7	11.2	25.5	63.3
	*E 2014	12.1	55.4	32.6	11.0	55.9	33.1	17.4	54.1	28.6				1	10 2014	*	*	*	*	*	*	18.8	26.6	54.5
	2013	12.7	56.6	30.7	12.7	57.1	30.1	17.0	55.3	27.8					2013	*	*	*	*	*	*	20.9	22.8	56.3
	3 2014	*	*	*	8.8	52.4	38.9	25.8	54.8	19.4					3 2014	*	*	*	*	*	*	12.5	35.9	51.6
w	2013	*	*	*	≥5.0	30.9	65.8	17.8	53.3	28.9					2013	*	*	*	*	*	*	19.2	36.8	44.1
<u>ن</u> : ا	4 2014	*	*	*	6.0	46.3	47.7	19.4	48.4	32.2					4 2014	*	*	*	*	*	*	14.7	33.9	51.4
Jai	2013	*	*	*	≥5.0	27.4	68.4	11.2	42.1	46.7					2013	*	*	*	*	*	*	15.5	36.8	47.7
eπ	5 2014	*	*	*	22.6	65.6	11.7	27.2	52.9	19.9					5 2014	*	*	*	*	*	*	18.9	40.3	40.8
Ε̈́	2013		*	*	9.6	55.7	34.7	19.1		25.3					2013	*	*	*	*	*	*		40.9	
Mathematics	6 2014		*	*	8.5	40.4		32.2		21.4					6 2014	*	*	*	*	*	*		37.0	
2	2013		*	*		41.0	50.9		48.0	29.1					2013	*	*	*	*	*	*		36.1	
	7 2014		*	*		51.0	42.9			19.6					7 2014	*	*	*	*	*	*		31.9	
			*	*												*	*	*	*	*	*			
	2013		*	*		50.0	45.0	27.4		23.3					2013	*	*	*	*	*	*		33.9	
	8 2014			•		37.1		41.3		25.9					8 2014		-				*		35.7	
	2013		*	*		30.7			36.4	30.6					2013	*	*	*	18.2	9.1	72.7		36.4	
۱	*A 2014			44.6		54.3		15.8		29.8				1	10 2014	*	*	*	*	*	*		34.3	
Se	2013	≥5.0	46.7	48.3	5.7	48.5	45.9	15.8	53.4	30.8					2013	*	*	*	*	*	*	23.8	31.0	45.2
en	5 2014	*	*	*	29.6	63.7	6.8	35.8	54.9	9.3					5 2014	*	*	*	*	*	*	19.6	42.5	37.9
Science	2013	*	*	*	27.5	62.1	10.4	33.0	56.4	10.6					2013	*	*	*	*	*	*	22.7	44.2	33.1
	8 2014	*	*	*	23.7	71.8	≥5.0	30.6	62.8	6.6					8 2014	*	*	*	*	*	*	19.8	41.0	39.2
	2013	*	*	*	17.7	75.4	6.9	28.6	64.6	6.7					2013	*	*	*	27.3	27.3	45.5	22.3	40.4	37.3

†College and Career Preparation (CCP) – 2012 ‡Data from 2013

10 2014

<sup>&</sup>quot;na" indicates too few students for School Progress rules or Subject was field tested. "\*" indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

School Progress								Atte	endan	ce Rate %	Scho 2014		2014	ounty 2013	St 2014	ate	,
	Percent	nt F	Participat	e Gra	aduatio	n El	ementa	rv	*	*	2014 ≥ 95.0		95.7	<b>201</b> 3	_		
	Readin	g Ma	th	Reading	Math				1iddle	•	94.7	94.3	94.9	94.5	95.4	95.	1
All Students	na	na		Met	Met			н	igh		*	*	93.0	92.9	92.7	92.	5
American Indian or	na	na		na	na			Tea	cher Q	ualifications							
Alaska Native		<del>                                     </del>	$\rightarrow$			+		% of	fcertific	ates:							
Asian	na	na	<u> </u>	na	na			_		Professional	17.9	19.4	20.8	23.3	27.2	28.	
Black or African	na			Met	Met					l Professional	79.5	80.6	75.0	74.0	65.5	65.	
American Hispanic/Latino of any		+-	-			4		=		Teacher al Teacher	0.0 0.0	0.0	0.0 0.0	0.0 0.2	0.7 1.0	0. 0.	
race	na				na									0.2	1.0	0.	9
Native Hawaiian or	*	+	$\overline{}$		*	$\dashv$			<b>f classe</b> : Il Quarti	NOT taught by highly	qualified / 0.0	teach 0.0	ers: 3.9	4.0	7.6	6.	2
Other Pacific Islander	*				*					ry Low Poverty	v.u *	*	3.9	4.0 *	3.0	2.	
White	na	na		Met	Met					ry High Poverty	*	*	*	*	11.4	6.	
Two or more races	na	na		na	na	$\neg \neg$				y Low Poverty	*	*	*	*	6.0	5.	6
Free/Reduced Meals	na	na		Met	Met			Se	econdar	y High Poverty	*	*	*	*	15.7	14.	0
Special Education	na	na		Met	Met			Coh	ort Gra	duation Rate							
Limited English	- IIu	+		IVICE	IVICE	_		CI	lass of 2	013 (4-Year Rate)		*		90.86		84.9	<del>-</del>
Proficient	na	na	' I		na					013 (5-Year Rate)	*		91.25		87.48		
	N/IC	A Dro	ficio	ency Le	volc			R	asic %	Proficient %	Advance	d %			ΛI÷	MSA	_
Approximately				•		الم ما	MACA Th				navance						
set for all stud		iai yiaiiu	studer	iits take ivi	5A, 1% le	Ke Ait-	IVISA. III	e basic i	Level is D	elow trie goal		Appro stude		1% of Ma	ryland stu	idents	tal
GRADE	S	CHOOL	%	C	YTNUC	%		STATE	%				G	RADE	S	СНООІ	L%
3 201	4 *	*	*	6.6	65.4	27.9	22.8	62.3	14.8					3 2014	*	*	
201	3 *	*	*	≥5.0	57.5	38.9	17.4	60.5	22.1					2013	*	*	
4 201	4 *	*	*	5.6	50.2	44.2	13.7	55.5	30.8					4 2014	*	*	
201	3 *	*	*	>5.0	52.6	43.2	11.8	58.4	29.8					2013	*	*	
201				25.0	32.0	75.2	11.0	30.4	25.0					2013			

2014 School Progress Index

Your school is in Strand 3 based on your 2013 SPI of 0.9581. 2014 Strands were not assigned due to the PARCC field test.

MSA Proficiency Levels	Basic %	Proficient %	Advanced %	Alt-MSA Proficiency Levels

MSA Proficiency Levels  Basic % Profic								Proficient %	Advanced %	% Alt-MSA Proficiency Levels											
Approximately 99% of Maryland students take MSA, 1% take Alt-MSA. The Basic Level is below the goal set for all students.  Approximately 1% of Maryland students take Alt-MSA. The Basic Level is below the goal students.													e goal se	t for all							
GRADE	S	CHOOL	_%	С	OUNTY	′ %	9	STATE	%		GRADE	SCHOOL%			C	YTNUC	%	STATE %			
3 2014	*	*	*	6.6	65.4	27.9	22.8	62.3	14.8			3 2014	*	*	*	*	*	*	10.3	26.5	63.2
2013	*	*	*	≥5.0	57.5	38.9	17.4	60.5	22.1			2013	*	*	*	*	*	*	13.4	26.3	60.3
4 2014	*	*	*	5.6	50.2	44.2	13.7	55.5	30.8			4 2014	*	*	*	*	*	*	11.9	24.3	63.8
2013	*	*	*	≥5.0	52.6	43.2	11.8	58.4	29.8			2013	*	*	*	*	*	*	10.2	22.1	67.7
5 2014	*	*	*	≥5.0	29.4	65.6	11.0	34.5	54.4			5 2014	*	*	*	*	*	*	11.4	25.0	63.6
2013	*	*	*	6.3	24.9	68.8	11.6	31.8	56.6			2013	*	*	*	*	*	*	12.6	26.5	60.9
6 2014	*	*	*	8.0	37.4	54.6	16.8	39.5	43.7			6 2014	*	*	*	*	*	*	13.3	23.5	63.2
2013	*	*	*	6.0	34.2	59.8	15.9	40.6	43.5			2013	*	*	*	*	*	*	10.3	25.9	63.8
7 2014	7.7	27.6	64.7	7.4	30.6	62.1	21.2	35.9	42.8			7 2014	*	*	*	*	*	*	12.2	21.0	66.9
2013	≥5.0	29.0	67.3	≥5.0	34.6	60.8	15.0	36.9	48.1			2013	*	*	*	*	*	*	7.9	24.8	67.3
8 2014	12.0	36.5	51.5	14.4	36.9	48.7	23.1	36.6	40.3			8 2014	*	*	*	*	*	*	12.6	24.6	62.8
2013	≥5.0	27.2	67.8	8.4	28.9	62.7	19.0	34.9	46.1			2013	*	*	*	18.2	9.1	72.7	11.2	25.5	63.3
*E 2014	*	*	*	11.0	55.9	33.1	17.4	54.1	28.6			10 2014	*	*	*	*	*	*	18.8	26.6	54.5
2013	*	*	*	12.7	57.1	30.1	17.0	55.3	27.8			2013	*	*	*	*	*	*	20.9	22.8	56.3
3 2014	*	*	*	8.8	52.4	38.9	25.8	54.8	19.4			3 2014	*	*	*	*	*	*	12.5	35.9	51.6
2013	*	*	*	≥5.0	30.9	65.8	17.8	53.3	28.9			2013	*	*	*	*	*	*	19.2	36.8	44.1
4 2014	*	*	*	6.0	46.3	47.7	19.4	48.4	32.2			4 2014	*	*	*	*	*	*	14.7	33.9	51.4
2013	*	*	*	≥5.0	27.4	68.4	11.2	42.1	46.7			2013	*	*	*	*	*	*	15.5	36.8	47.7
5 2014	*	*	*	22.6	65.6	11.7	27.2	52.9	19.9			5 2014	*	*	*	*	*	*	18.9	40.3	40.8
2013	*	*	*	9.6	55.7	34.7	19.1	55.5	25.3			2013	*	*	*	*	*	*	19.7	40.9	39.4
6 2014	*	*	*	8.5	40.4	51.2	32.2	46.4	21.4			6 2014	*	*	*	*	*	*	16.0	37.0	47.0
2013	*	*	*	8.2	41.0	50.9	22.9	48.0	29.1			2013	*	*	*	*	*	*	17.2	36.1	46.7
7 2014	5.5	48.8	45.7	6.1	51.0	42.9	36.9	43.5	19.6			7 2014	*	*	*	*	*	*	13.3	31.9	54.9
2013	≥5.0	40.8	55.9	≥5.0	50.0	45.0	27.4	49.3	23.3			2013	*	*	*	*	*	*	14.3	33.9	51.8
8 2014	14.1	34.1	51.8	14.2	37.1	48.8	41.3	32.8	25.9			8 2014	*	*	*	*	*	*	17.8	35.7	46.5
2013	8.3	31.5	60.2	9.7	30.7	59.6	33.0	36.4	30.6			2013	*	*	*	18.2	9.1	72.7	15.5	36.4	48.1
*A 2014	*	*	*	≥5.0	54.3	41.3	15.8	54.4	29.8			10 2014	*	*	*	*	*	*	22.2	34.3	43.5
2013	*	*	*	5.7	48.5	45.9	15.8	53.4	30.8			2013	*	*	*	*	*	*	23.8	31.0	45.2
5 2014	*	*	*	29.6	63.7	6.8	35.8	54.9	9.3			5 2014	*	*	*	*	*	*	19.6	42.5	37.9
2013	*	*	*	27.5	62.1	10.4	33.0	56.4	10.6			2013	*	*	*	*	*	*	22.7	44.2	33.1
8 2014	19.7	73.7	6.6	23.7	71.8	≥5.0	30.6	62.8	6.6			8 2014	*	*	*	*	*	*	19.8	41.0	39.2
2013	11.7	81.5	6.8	17.7	75.4	6.9	28.6	64.6	6.7			2013	*	*	*	27.3	27.3	45.5	22.3	40.4	37.3
*B 2014	*	*	*	8.7	64.0	27.3	15.4	61.7	22.9			10 2014	*	*	*	*	*	*	28.7	37.3	34.0
2013	*	*	*	12.4	62.4	25.2	17.4	60.7	21.9			2013	*	*	*	*	*	*	33.3	34.3	32.4

†College and Career Preparation (CCP) – 2012 ‡Data from 2013

Reading

**Mathematics** 

<sup>&</sup>quot;na" indicates too few students for School Progress rules or Subject was field tested. "\*" indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

**Mathematics** 

Science

School Progress	i					Attendance Rate %	School 2014 2013		County 2014 2013		Sta 2014	te 2013	2014 School Progress Index (SPI)				
	Percent Proficient Participation Rate Grant Reading Math Reading Math		Graduation	Elementary Middle	*	*	≥ 95.0 94.9	≥ 95.0 94.5	95.7 95.4	55.5	SPI: Values 1.0000 ar	Strand: nd above met the					
All Students	*	*	*	*		High	*	*	93.0	92.9	92.7	92.5	Elementary	Achievement	Gap Red.	Growth	
American Indian or	*		*	*		Teacher Qualifications							Mathematic	*	*	*	
Alaska Native	=		$\longmapsto$			% of certificates:							Reading	*	*	*	
Asian	*		*	*		Standard Professional	16.7	25.0	20.8	23.3	27.2	28.4	Science	*	*		
Black or African	*			*		Advanced Professional	66.7	75.0	75.0	74.0	65.5		Middle				
American			$\longmapsto$			Resident Teacher	0.0	0.0	0.0	0.0	0.7	0.8	Mathematic	*	*	*	
Hispanic/Latino of any	*			*		Conditional Teacher	0.0	0.0	0.0	0.2	1.0	0.9	Reading	*	*	*	
race			$\longmapsto$			% of classes NOT taught by highl	y qualifie	d teach	ers:				Science	*	*		
Native Hawaiian or Other Pacific Islander	*			*		All Quartiles	6.9	3.0	3.9	4.0	7.6	6.2	High	Achievement	Gap Red.	CCR	
White		*	*	*		Elementary Low Poverty	*	*	*	*	3.0	2.4	Algebra	*	*		
	=	*	+ +	*		Elementary High Poverty	*	*	*	*	11.4 6.0	6.6 5.6	English	*	*		
Two or more races			<del>  </del>			Secondary Low Poverty Secondary High Poverty	*	*	*	*	15.7	14.0	Biology	*	*		
Free/Reduced Meals	*		*	*		, , ,					13.7	14.0	‡Dropout		*		
Special Education	*	*	*	*		Cohort Graduation Rate							‡Graduation		*	*	
Limited English Proficient		*	*	*		Class of 2013 (4-Year Rate) Class of 2013 (5-Year Rate)	*	*	91.25	90.86	87.48	84.97	† <sub>CCP</sub>			*	
	MSA	Profic	iency Lev	els		Basic % Proficient %	Advance	d %			Alt-	MSA F	roficiency	Levels			

MSA Proficiency Levels  Basic % Pro									Proficient %	Advanced %	Alt-MSA Proficiency Levels										
	Approximately 99% of Maryland students take MSA, 1% take Alt-MSA. The Basic Level is below the goal set for all students.  GRADE SCHOOL% COUNTY % STATE %  Approximately 1% of Maryland students take Alt-MSA. The Basic Level is below the goal set for all students.  GRADE SCHOOL% COUNTY % STATE %														et for all						
GRADE	SCHOOL% COUNTY %				9	STATE	%			S	CHOO	_%	C	YTNUC	%	STATE %					
3 2014	*	*	*	6.6	65.4	27.9	22.8	62.3	14.8	3 2014				*	*	*	*	*	10.3	26.5	63.2
2013	*	*	*	≥5.0	57.5	38.9	17.4	60.5	22.1			2013	*	*	*	*	*	*	13.4	26.3	60.3
4 2014	*	*	*	5.6	50.2	44.2	13.7	55.5	30.8			4 2014	*	*	*	*	*	*	11.9	24.3	63.8
2013	*	*	*	≥5.0	52.6	43.2	11.8	58.4	29.8			2013	*	*	*	*	*	*	10.2	22.1	67.7
5 2014	*	*	*	≥5.0	29.4	65.6	11.0	34.5	54.4			5 2014	*	*	*	*	*	*	11.4	25.0	63.6
2013	*	*	*	6.3	24.9	68.8	11.6	31.8	56.6			2013	*	*	*	*	*	*	12.6	26.5	60.9
6 2014	*	*	*	8.0	37.4	54.6	16.8	39.5	43.7			6 2014	*	*	*	*	*	*	13.3	23.5	63.2
2013	*	*	*	6.0	34.2	59.8	15.9	40.6	43.5			2013	*	*	*	*	*	*	10.3	25.9	63.8
7 2014	*	*	*	7.4	30.6	62.1	21.2	35.9	42.8			7 2014	*	*	*	*	*	*	12.2	21.0	66.9
2013	*	*	*	≥5.0	34.6	60.8	15.0	36.9	48.1			2013	*	*	*	*	*	*	7.9	24.8	67.3
8 2014	*	*	*	14.4	36.9	48.7	23.1	36.6	40.3			8 2014	*	*	*	*	*	*	12.6	24.6	62.8
2013	*	*	*	8.4	28.9	62.7	19.0	34.9	46.1			2013	*	*	*	18.2	9.1	72.7	11.2	25.5	63.3
*E 2014	*	*	*	11.0	55.9	33.1	17.4	54.1	28.6			10 2014	*	*	*	*	*	*	18.8	26.6	54.5
2013	*	*	*	12.7	57.1	30.1	17.0	55.3	27.8		2013				*	*	*	*	20.9	22.8	56.3
3 2014	*	*	*	8.8	52.4	38.9	25.8	54.8	19.4	3 2014				*	*	*	*	*	12.5	35.9	51.6
2013	*	*	*	≥5.0	30.9	65.8	17.8	53.3	28.9	2013				*	*	*	*	*	19.2	36.8	44.1
4 2014	*	*	*	6.0	46.3	47.7	19.4	48.4	32.2		4 2014				*	*	*	*	14.7	33.9	51.4
2013	*	*	*	≥5.0	27.4	68.4	11.2	42.1	46.7		2013		*	*	*	*	*	*	15.5	36.8	47.7
5 2014	*	*	*	22.6	65.6	11.7	27.2	52.9	19.9			5 2014	*	*	*	*	*	*	18.9	40.3	40.8
2013	*	*	*	9.6	55.7	34.7	19.1	55.5	25.3			2013	*	*	*	*	*	*	19.7	40.9	39.4
6 2014	*	*	*	8.5	40.4	51.2	32.2	46.4	21.4			6 2014	*	*	*	*	*	*	16.0	37.0	47.0
2013	*	*	*	8.2	41.0	50.9	22.9	48.0	29.1			2013	*	*	*	*	*	*	17.2	36.1	46.7
7 2014	*	*	*	6.1	51.0	42.9	36.9	43.5	19.6			7 2014	*	*	*	*	*	*	13.3	31.9	54.9
2013	*	*	*	≥5.0	50.0	45.0	27.4	49.3	23.3			2013	*	*	*	*	*	*	14.3	33.9	51.8
8 2014	*	*	*	14.2	37.1	48.8	41.3	32.8	25.9			8 2014	*	*	*	*	*	*	17.8	35.7	46.5
2013	*	*	*	9.7	30.7	59.6	33.0	36.4	30.6			2013	*	*	*	18.2	9.1	72.7	15.5	36.4	48.1
*A 2014	*	*	*	≥5.0	54.3	41.3	15.8	54.4	29.8			10 2014	*	*	*	*	*	*	22.2	34.3	43.5
2013	*	*	*	5.7	48.5	45.9	15.8	53.4	30.8			2013	*	*	*	*	*	*	23.8	31.0	45.2
5 2014	*	*	*	29.6	63.7	6.8	35.8	54.9	9.3			5 2014	*	*	*	*	*	*	19.6	42.5	37.9
2013	*	*	*	27.5	62.1	10.4	33.0	56.4	10.6			2013	*	*	*	*	*	*	22.7	44.2	33.1
8 2014	*	*	*	23.7	71.8	≥5.0	30.6	62.8	6.6			8 2014	*	*	*	*	*	*	19.8	41.0	39.2
2013	*	*	*	17.7	75.4	6.9	28.6	64.6	6.7			2013	*	*	*	27.3	27.3	45.5	22.3	40.4	37.3
*B 2014	*	*	*	8.7	64.0	27.3	15.4	61.7	22.9			10 2014	*	*	*	*	*	*	28.7	37.3	34.0
2013	*	*	*	12.4	62.4	25.2	17.4	60.7	21.9			2013	*	*	*	*	*	*	33.3	34.3	32.4

<sup>‡</sup>Data from 2013
"na" indicates too few students for School Progress rules or Subject was field tested. "\*" indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology